DOCUMENT RESUME

ED 141 596 CE 011 656

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TITLE 50 Ways to Supplement Housing and Home Furnishings.
INSTITUTION Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
SPONS AGENCY Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Vocational Home Economics Education.
PUB DATE 76
NOTE 68p.; For a related document see CE 011 309
AVAILABLE FROM Oklahoma State Department of Vocational-Technical Education, Curriculum Division, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 ($3.00)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Building Design; *Classroom Materials; *Consumer Education; *Core Curriculum; Curriculum Guides; Home Economics Teachers; *Home Furnishings; Home Management; *Housing; Interior Design; Money Management; *Occupational Home Economics; Secondary Education; Space Utilization; Teaching Guides; Units of Study
IDENTIFIERS Oklahoma

ABSTRACT

This publication presents classroom instructional materials in separate units for use in teaching and implementing a housing and home furnishings component in the home economics curriculum at the secondary level. Units given are included for living space design; living space and human needs; housing selection; home finance; construction and architectural design; environmental space planning; floor coverings; consumer purchasing of floor material; wall treatment; windows and window treatment; draperies and curtains; style, construction, and selection of furniture; appliances; accessories; moving; and employment in housing and home furnishings. Types of materials include puzzles, word scrambles and hunts, drawings and cutouts, and games. The materials were contributed by 24 Oklahoma high school vocational home economics teachers. (MF)

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ED141596

50 WAYS TO SUPPLEMENT HOUSING AND HOME FURNISHINGS

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Developed by the Curriculum and Instructional Materials Center
For the Division of Vocational Home Economics Education
Nedra Johnson, State Supervisor
OKLAHOMA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION
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1976

CE 011 656

INTRODUCTION

HERE IT IS---what Oklahoma vocational home economics core curriculum users have requested! 50 Ways to Supplement Housing and Home Furnishings In-Depth Curriculum! This publication contains AT LEAST ONE IDEA FOR TEACHING AND IMPLEMENTING THE UNITS within Housing and Home Furnishings: In-Depth.

One goal of each core curriculum was to enable the teacher to become a manager within the classroom. Enthusiastic utilization of Housing and Home Furnishings: In-Depth coupled with 50 Ways to Supplement Housing and Home Furnishings is sure to be a tremendous boost enabling each teacher to reach this goal.

RESULT: A MORE EFFECTIVE AND EFFICIENT VOCATIONAL HOME ECONOMICS PROGRAM!

ACKNOWLEDGEMENTS

Appreciation is expressed to the 24 vocational home economics teachers who gave their time, talents, and knowledge to make this publication a reality. Without their combined efforts and dedication this publication would not have been possible. Contributors for 50 Ways to Supplement Housing and Home Furnishings: In-Depth were:

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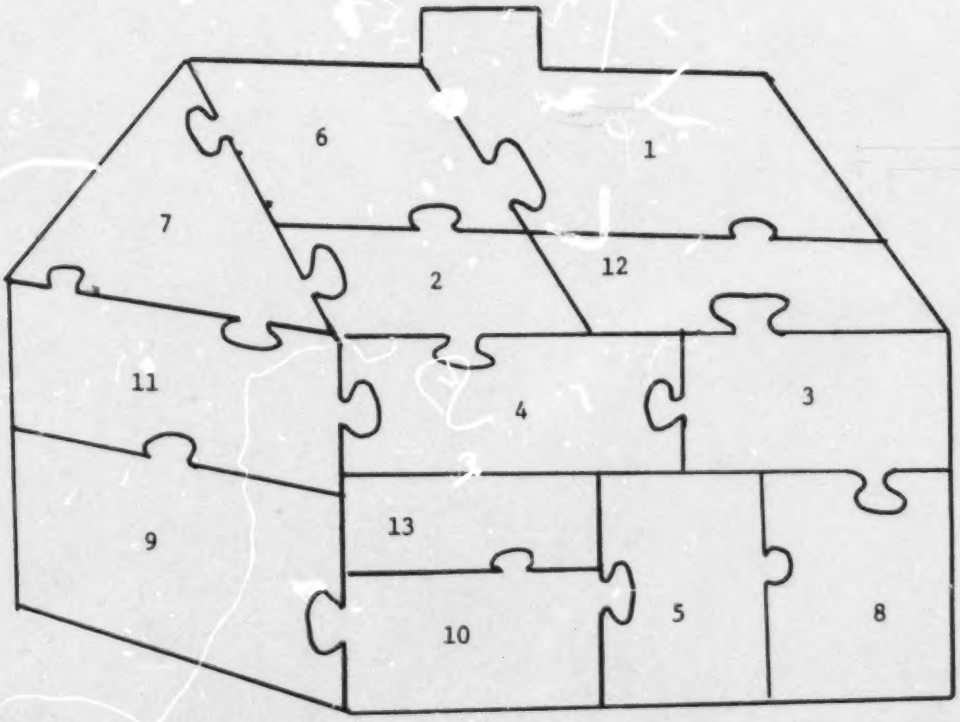
Gratitude is extended to the State Department of Vocational Home Economics Education Staff for their guidance and support. A very special thanks is to the entire staff of Central State University for not only the learning experiences provided by the Housing Institute (June, 1976) but also the tireless efforts and talents. Greatest appreciation goes to Sandy Thompson whose enthusiasm and help were invaluable in the production of this publication.

Special thanks and recognition is also given to Bob Patton for his guidance and encouraging support as Coordinator of the Curriculum and Instructional Materials Center.

LIVING SPACE DESIGN
UNIT I

PRESENTATION OF OBJECTIVES



1. Match living space design terms and definitions.
2. Identify basic distance zones of personal space.
3. Name the factors that affect personal space.
4. Name the factors that influence personal space needs.
5. Identify sensory clues.
6. Discuss how sensory clues relate to housing and living space design.
7. Discuss the relation between living space design and lifestyle.
8. Analyze personal space needs.
9. Describe how personal space preferences change with different people.
10. Analyze how sensory clues affect emotional & physical behavior.

11. Determine general aesthetic satisfaction and design practicality of a selected room.

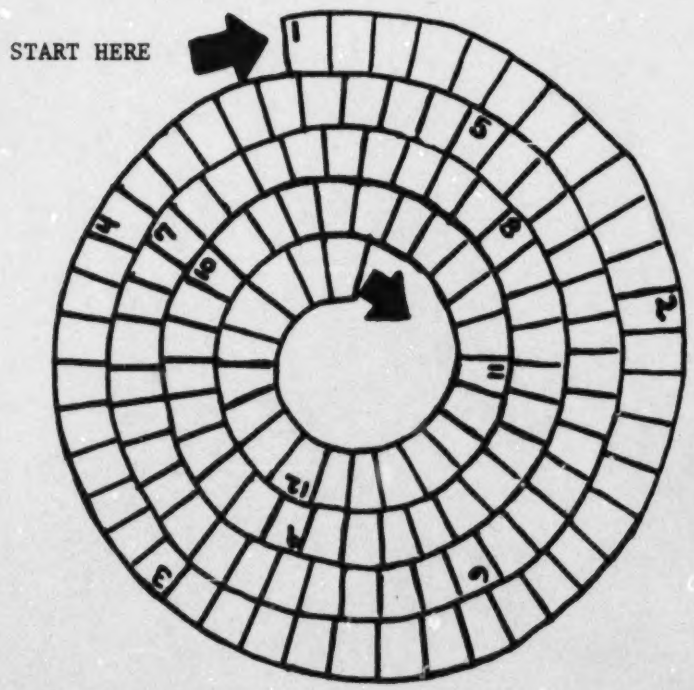
12. Record territorial places and/or items.

13. Design living space that is conducive to good mental health.

LIVING SPACE DESIGN
UNIT I

TERMS AND DEFINITIONS SPIRAL - OBJECTIVE 1

Where people live has the potential to support life in a meaningful way. Not only does the design of living space influence development and behavior of individuals and families but also living space shapes their quality of life. In becoming aware of physical and psychological needs as they relate to living space it is necessary to add a few words and their meanings to our vocabulary. Study the clues below and insert the proper term in the appropriate spaces provided in the spiral.



1. Sensory perception of space through muscles

2. Attaining awareness or understanding of living space through one or all of the senses

3. Study of man's use and perception of space

4. Evaluation of environment in terms of orderliness, harmony, and beauty

5. Invisible "space bubble" or distance maintained between self and others

6. Individual who touches living space designed to "discourage" activities with others

7. Sensory perception of space through nose

8. Individual who prefers living space designed to "encourage" activities with others

9. Sensory perception of space through ears

10. Environment and surroundings

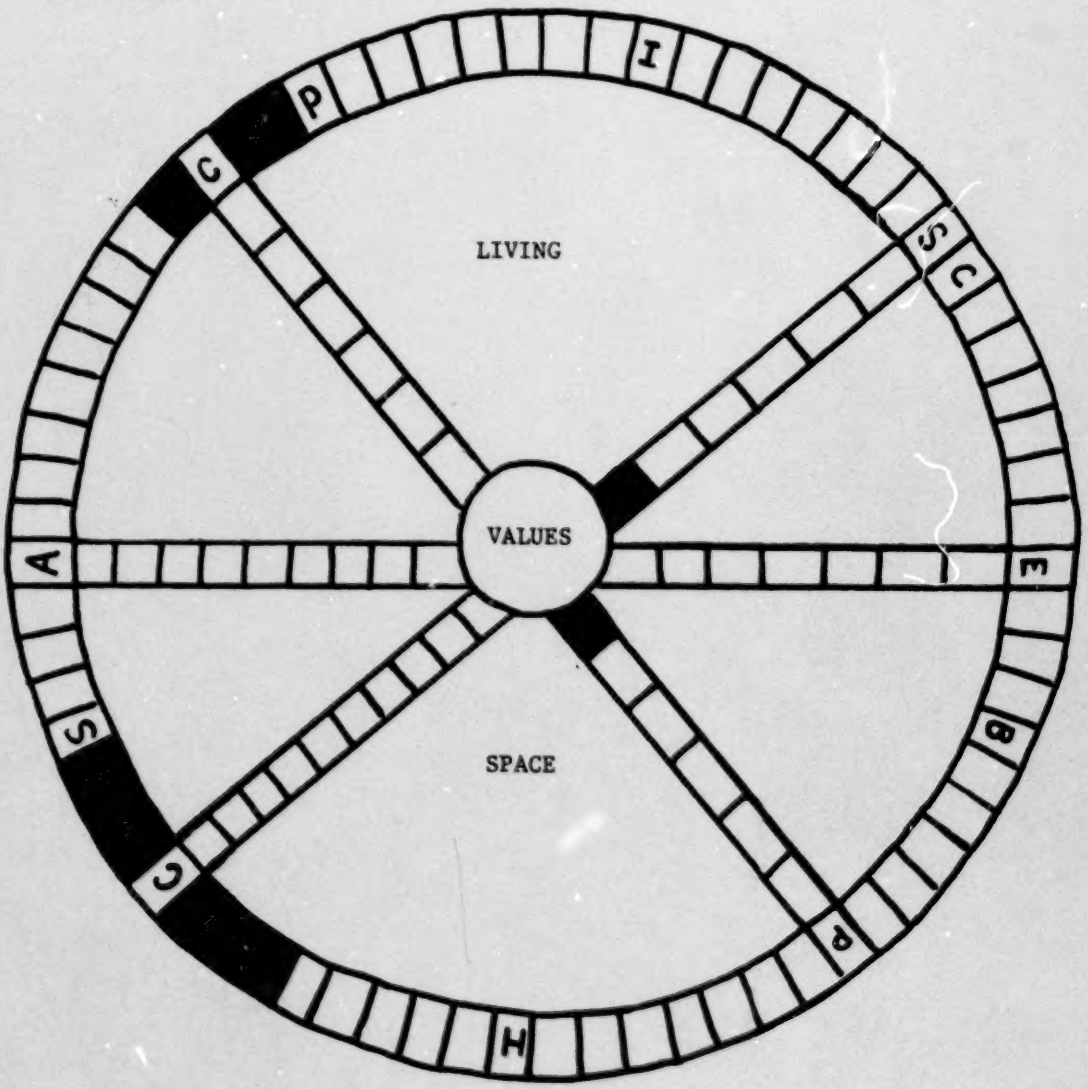
11. Sensory perception of space through skin

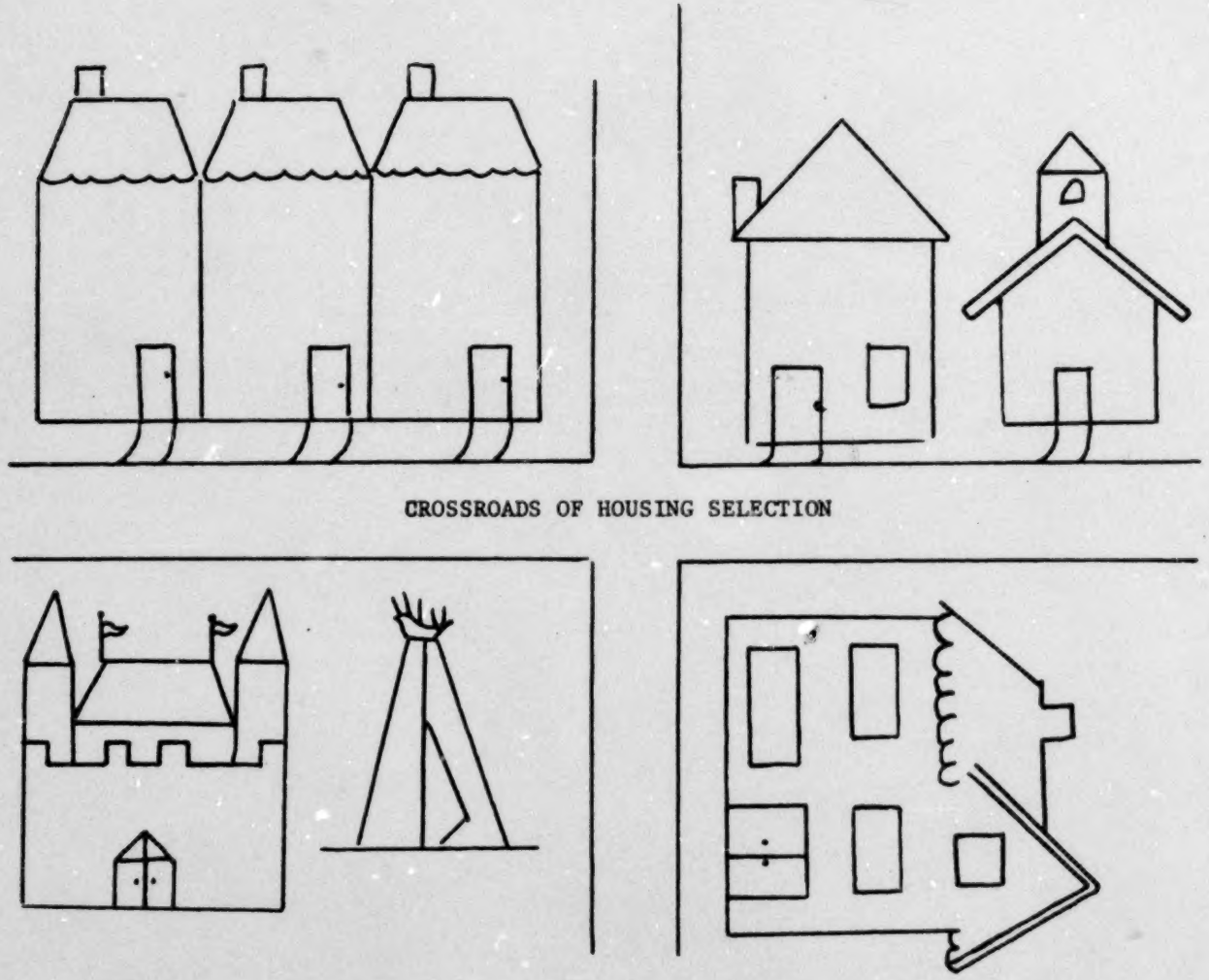
12. Satisfaction of privacy, personalization, and one's identity by symbolically or actively marking and defending on area or object

LIVING SPACE AND HUMAN NEEDS
UNIT II

CIRCLE OF VALUES - OBJECTIVE 5

DO WE ALLOW OURSELVES TO BE SHAPED TO FIT OUR ENVIRONMENT OR DO WE SHAPE OUR ENVIRONMENTS TO FIT OUR HU AN NEEDS ? ? ? At the "hub" of every living space that meets human needs there are <u>at least 12 values</u> that have come into focus! The more fully that values are identified and related to the lifestyle of the family and/or the individual the more probable that the living space meets human needs. Spaces are provided in the circle puzzle below for 12 values. Using the letters given, see if you can write in the missing letters for the values.





CROSSROADS OF HOUSING SELECTION

HOUSING SELECTION
UNIT I
PRESENTATION OF OBJECTIVES

(NOTE: Write one objective per house using 13 housing shapes....
you may want to use different shapes of housing, i.e. teepees, castles, igloo, etc.)

HOUSING SELECTION
UNIT I

THE SHINY LITTLE HOUSE
by Nancy M. Hayes

I wish, how I wish, that I had a house,
With a mat for the cat and a hole for the mouse,
And a clock going "tock" in a corner of the room
And a kettle, and a cupboard, and a big birch broom.

To school in the morning the children off would run,
And I'd give them a kiss and a penny and a bun.
But directly they had gone from this little house of mine,
I'd clap my hands and snatch a cloth,
and shine, shine, shine.

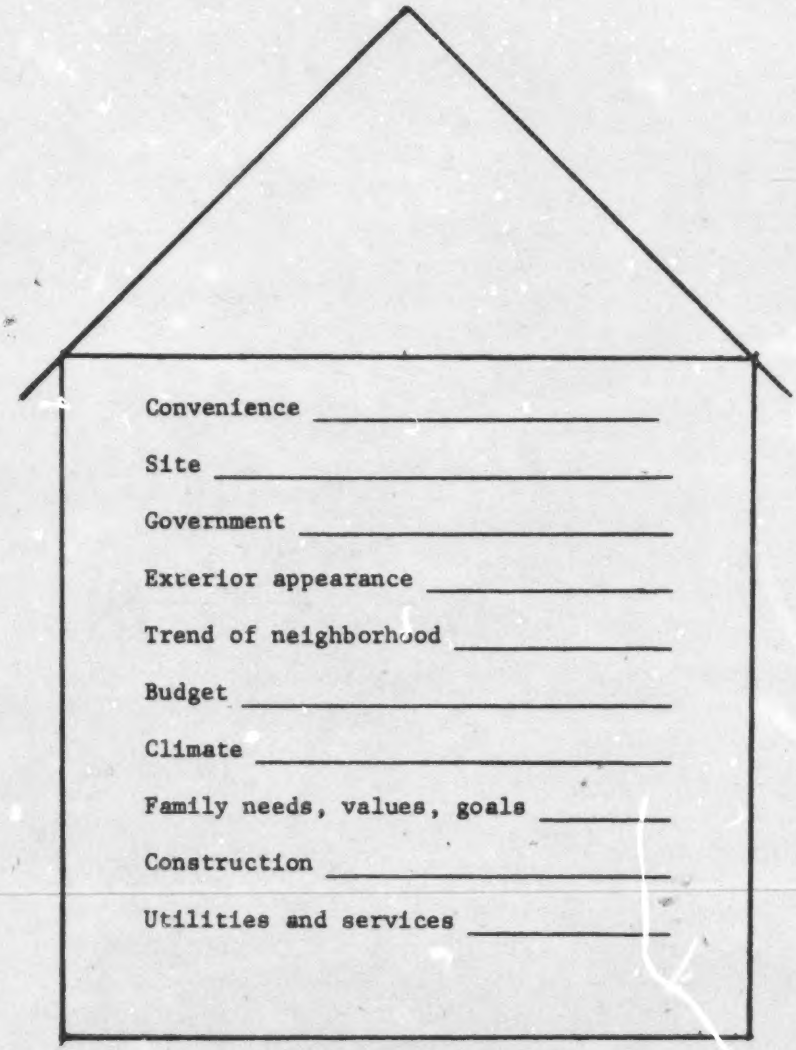
I'd shine all the knives, all the windows and the floors,
All the grates, all the plates, all the handles on the doors,
Every fork, every spoon, every lid, and every tin,
Till everything was shining like a new bright pin.

At night, by the fire, when the children were in bed,
I'd sit and I'd knit, with a cap upon my head,
And the kettles and the saucepans,
they would shine, shine, shine,
In this tweeny little, cozy little house of mine!

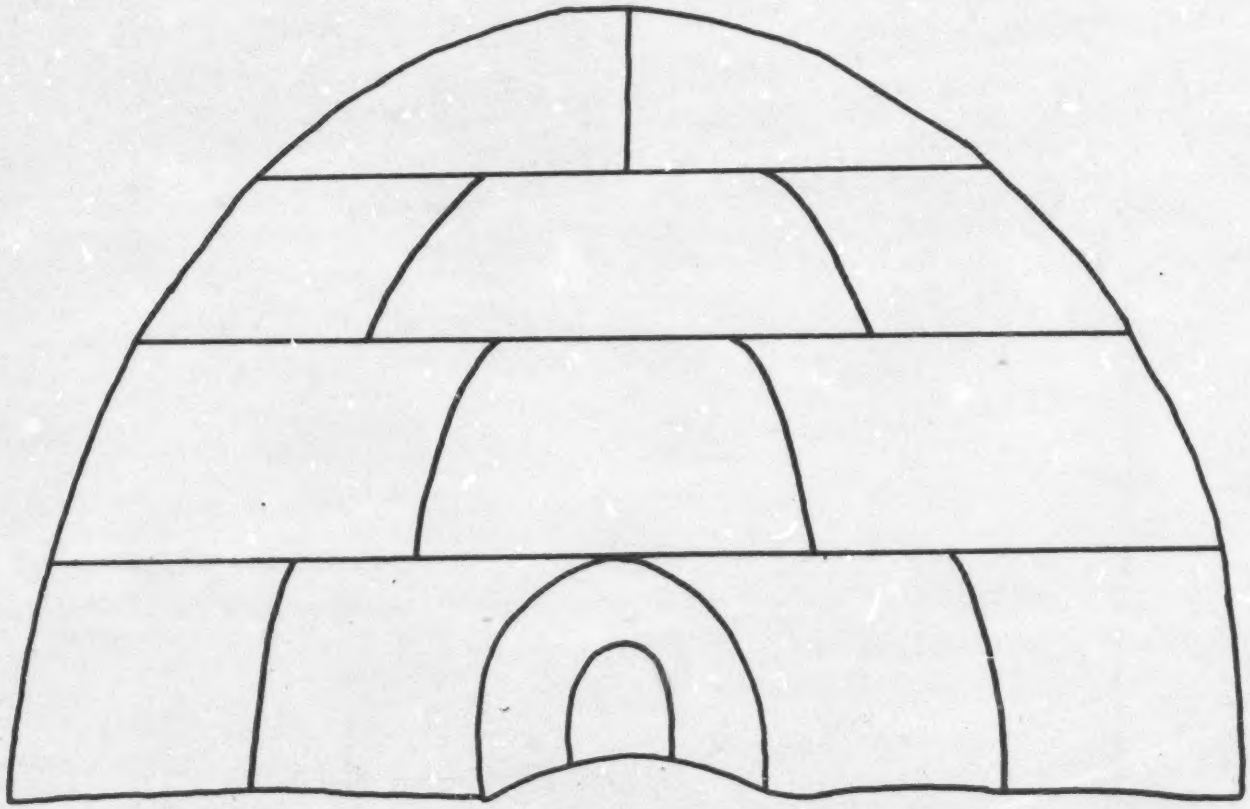
(NOTE: This can be used as an introduction and/or a motivational device.)

HOUSING SELECTION
UNIT I

CHECK SHEET FOR GUIDELINES FOR SELECTING A HOUSE - OBJECTIVE 5



(NOTE: This checlist is to be marked as students role-play a particular situation or as a case-study is read.)



(NOTE: Write objectives on igloo parts! What type of housing is being financed?
A surprise awaits students when blocks are put in place as each objective is covered.)

HOME FINANCE
UNIT II
PRESENTATION OF OBJECTIVES

HOME FINANCE
UNIT II

CASE STUDIES - OBJECTIVES 3 AND 4

A. Kathy and Doug Martin are planning to buy a home as soon as possible. Doug has taken over Kathy's fathers' prosperous funeral home business and is doing well in the career. Kathy teaches physical education at the local high school. They are planning to start a family soon.

Questions

1. What possible changes do you see in Kathy and Doug's income?
2. How will these changes affect the amount of money they will have available for housing?
3. Assuming Doug's job is both profitable and stable, how can the couple decide how much to spend on a home?

B. Betty and Bob are looking for a home to purchase for themselves and their four school age children. Bob is a salesman for a car dealership and Betty is a secretary. They have looked at several homes, but are having difficulty deciding how much they should spend.

Questions

1. How stable is a car salesman's job?
2. Project future expenses on other items for this large family.
3. In view of the first two answers make suggestions for investing in a home for this family.

C. Angie and Bill and their two children are growing out of their trailer home and are searching for suitable housing. They cannot afford an expensive home because Bill's recent accident and hospital stay used most of their reserve savings. They are discussing purchasing an older home and fixing it up to their liking.

Questions

1. What problems do you see for this couple if they follow the above plan?
2. Do you see alternatives to their plan which might be less expensive in the long run?

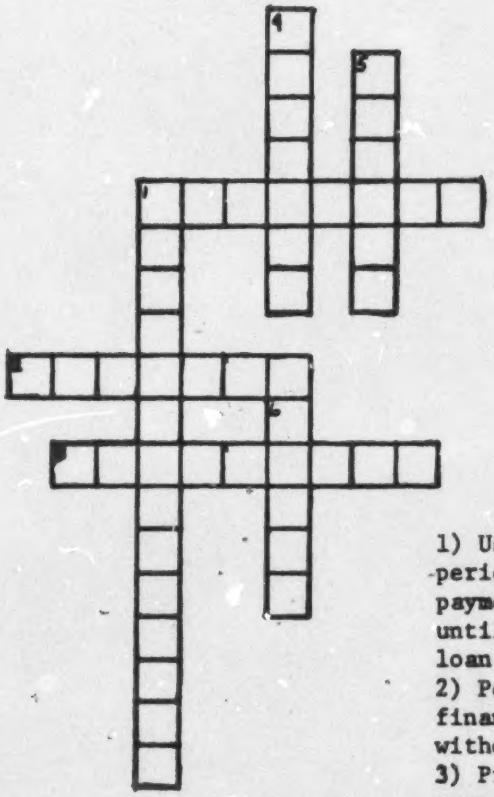
D. Alice and Don are a young couple in their late 20's. They have no children and have decided not to have a family. For the past several years of their marriage they have traveled extensively when the demands of their successful careers allowed them to do so. They have always lived in apartments, but are now ready to purchase a home and do some entertaining.

Questions

1. What are the values of this couple according to this story?
2. How will each value affect the amount of money they may be willing to pay?
3. Assuming that by "successful careers" this couple have an above average income, how would you compute the amount they could afford to spend on housing?

HOME FINANCE
UNIT II

TYPES OF MORTGAGE CONTRACTS* - OBJECTIVE 5



ACROSS

1) Usually made for short periods of time with no payment on the principal until the due date when loan becomes payable in full
2) Permits the mortgager to finance further necessities without rewriting the loan
3) Provides for regular payments of part interest and part principal

DOWN

1) Gives lender a claim against the owner which is subordinate to the rights of the first mortgage
4) Amortized mortgage that permits borrower to include equipment such as kitchen and laundry appliances, aircconditioner, and carpet in the contract
5) Amortized mortgage which also includes in the monthly payments 1/12 of the year's taxes, a proportion of the yearly insurance premium, and any other charges which might, if left unpaid, constitute a basis for foreclosure.
6) Establishes for the lender a first claim against the owner's rights to the property

*In the crossword puzzle the word "mortgage" is understood

HOME FINANCE
UNIT II

WORD SEARCH - OBJECTIVE 6

In the puzzle below there are six sources of mortgage loans. Find them, circle, and write the sources at the bottom of the page.

L M N E P T Q R A S T U M W X Y N B C S

C X W V T S R S E I R A O R B I L N M N

M O N L P C Q R S S T V R W X Y Z B U D

B S M T V B C D A M N P T Q R S T V T Y

G W H M W L D T V H N K G T H T I C U N

O L V G E R L W I H L K A S T F K T A R

V H B V L R J G N L L W G Y L V E S L N

E C H R L M C U G N S Y E B B Y G L S D

R I K S T F K I S N D L C K L N G L A T

N N T H R V R D A G E S O G R L W H V L

M U P L N X Y W N L L K M B R C K I I V

E E L K J D H R D G B F P N D C B Z N S

N S W N V S T S L P R A A Q P N M L G L

T B T C U D F M O G H J N K L M N P S N

I N D I V I D U A L T V Y K B Y O N B G

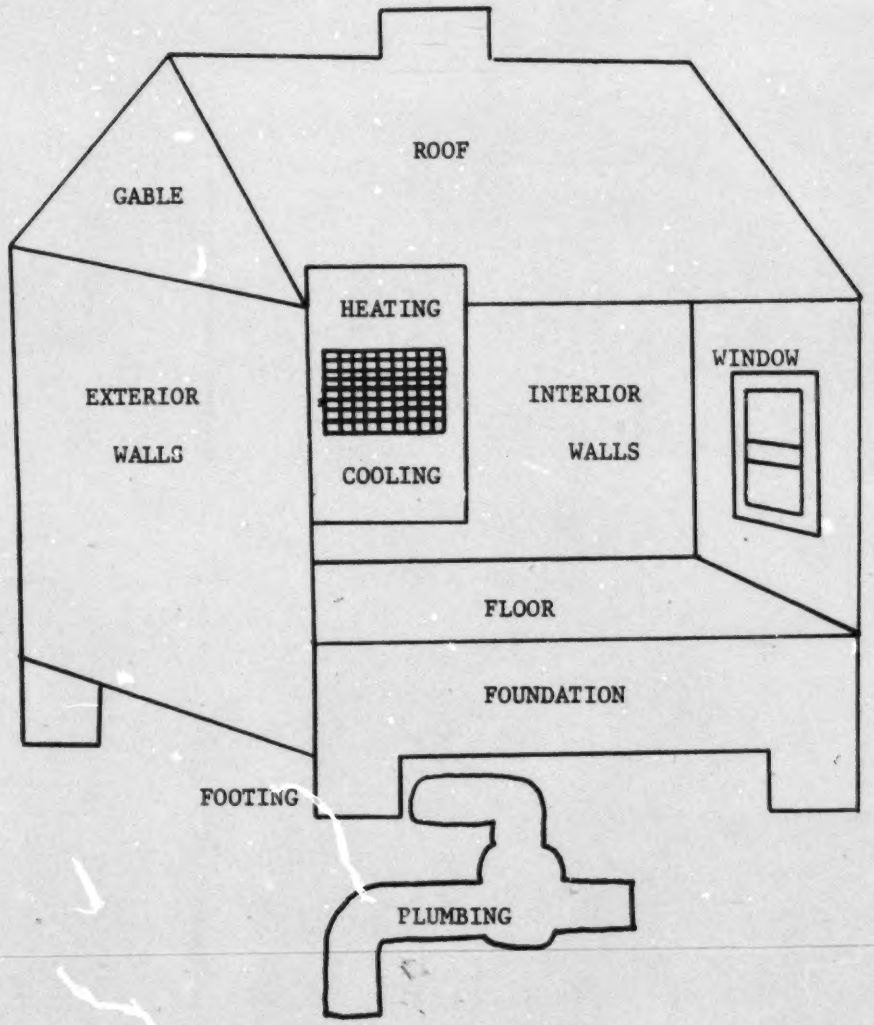
Z Y X W V T S R N Q P N M D C B V T A L

L I F E I N S U R A N C E C O M P A N Y

B C D F G H J K L M N P Q S T V W X K L

CONSTRUCTION AND ARCHITECTURAL DESIGN
UNIT I

"THE HOUSE THAT JACK BUILT" - OBJECTIVE 1

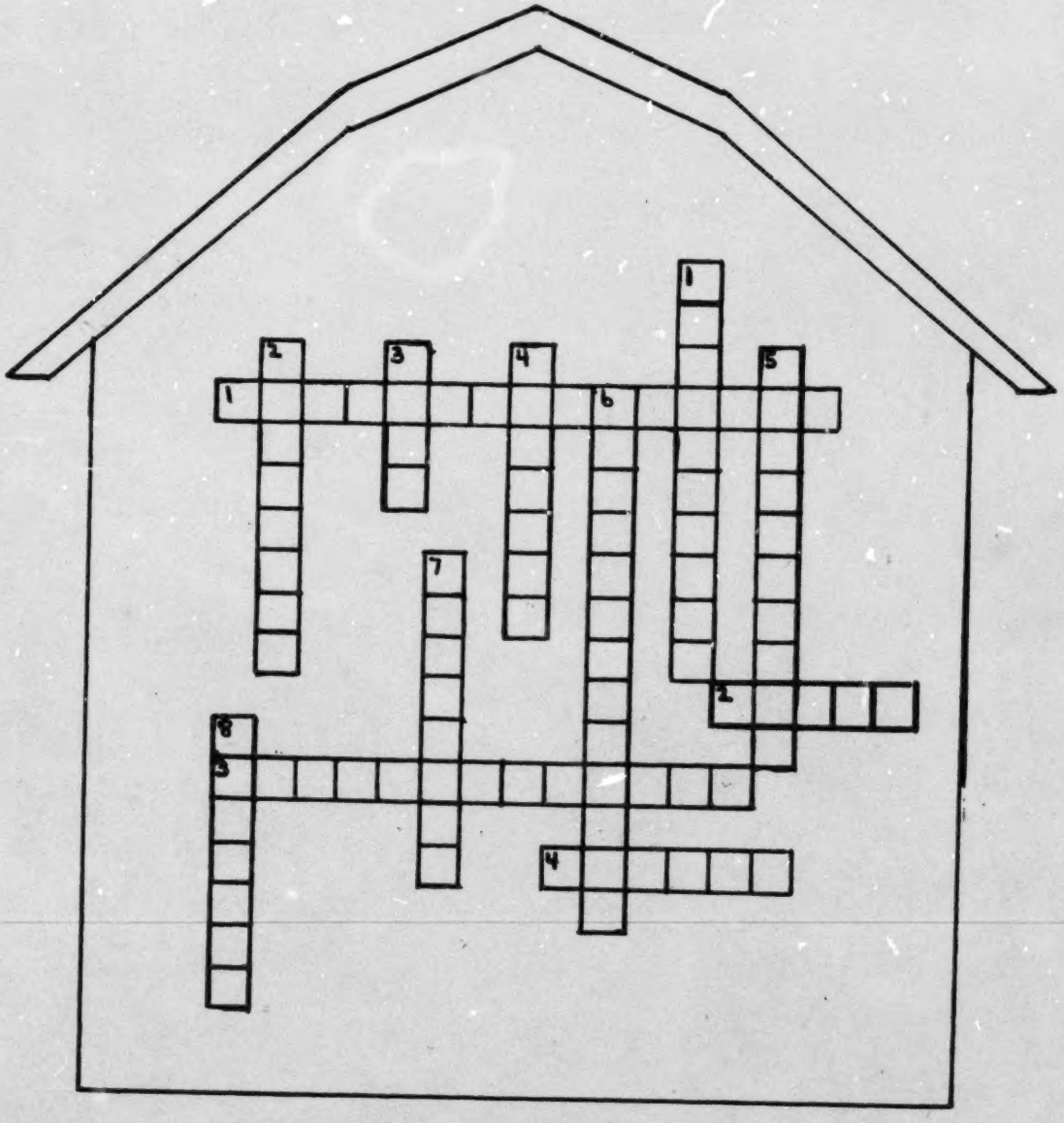


Which common construction feature is missing? (DOOR)

(NOTE: This can be used for a bulletin board or poster. Cut each common construction feature from wallpaper samples or construction paper. As each exterior feature is listed it can be applied to make "The House That Jack Built."

CONSTRUCTION AND ARCHITECTURAL DESIGN
UNIT I

CROSSWORD PUZZLE - OBJECTIVE 1



CROSSWORD PUZZLE - OBJECTIVE 1

ACROSS

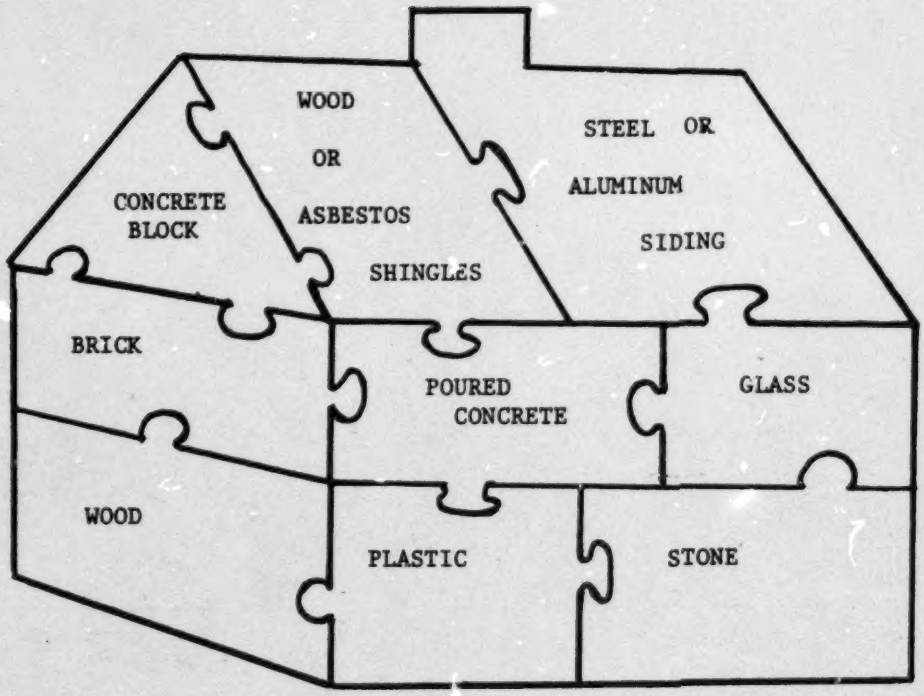
1. cooling of house
2. opening in wall used as a means of access
3. outer vertical partitions
4. surfaces people stand on

DOWN

1. slab on which a house stands
2. illumination
3. "top" of house
4. openings in wall for light and ventilation
5. material that prevents transfer of electricity, heat, and sound
6. inner vertical partitions
7. pipes of water or sewage system
8. process of circulating warm air
9. opening in wall used as a means of access

CONSTRUCTION AND ARCHITECTURAL DESIGN
UNIT I

EXTERIOR WALL COVERINGS - OBJECTIVE 2



(NOTE: This idea can be a "take-off" for a bulletin board or poster. Cut each puzzle part to resemble the exterior wall covering.

CONSTRUCTION AND ARCHITECTURAL DESIGN
UNIT I

WORD SCRAMBLE - OBJECTIVE 5

Rearrange the letters to find the additional construction and atchitectural exterior features.

M U L N O C S _____

T A I P O _____

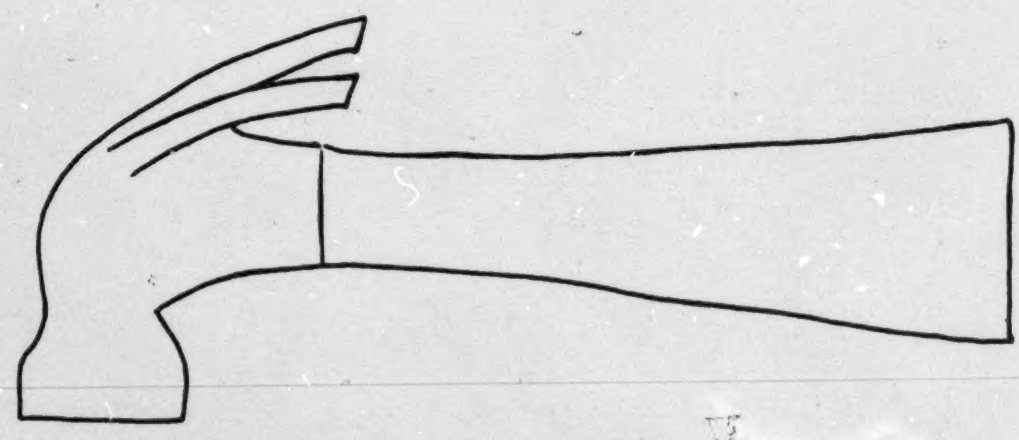
T H U T R E S S _____

W Y E B E E R Z A _____

Y O L B A C N _____

V E U L O R S _____

O R P C H _____

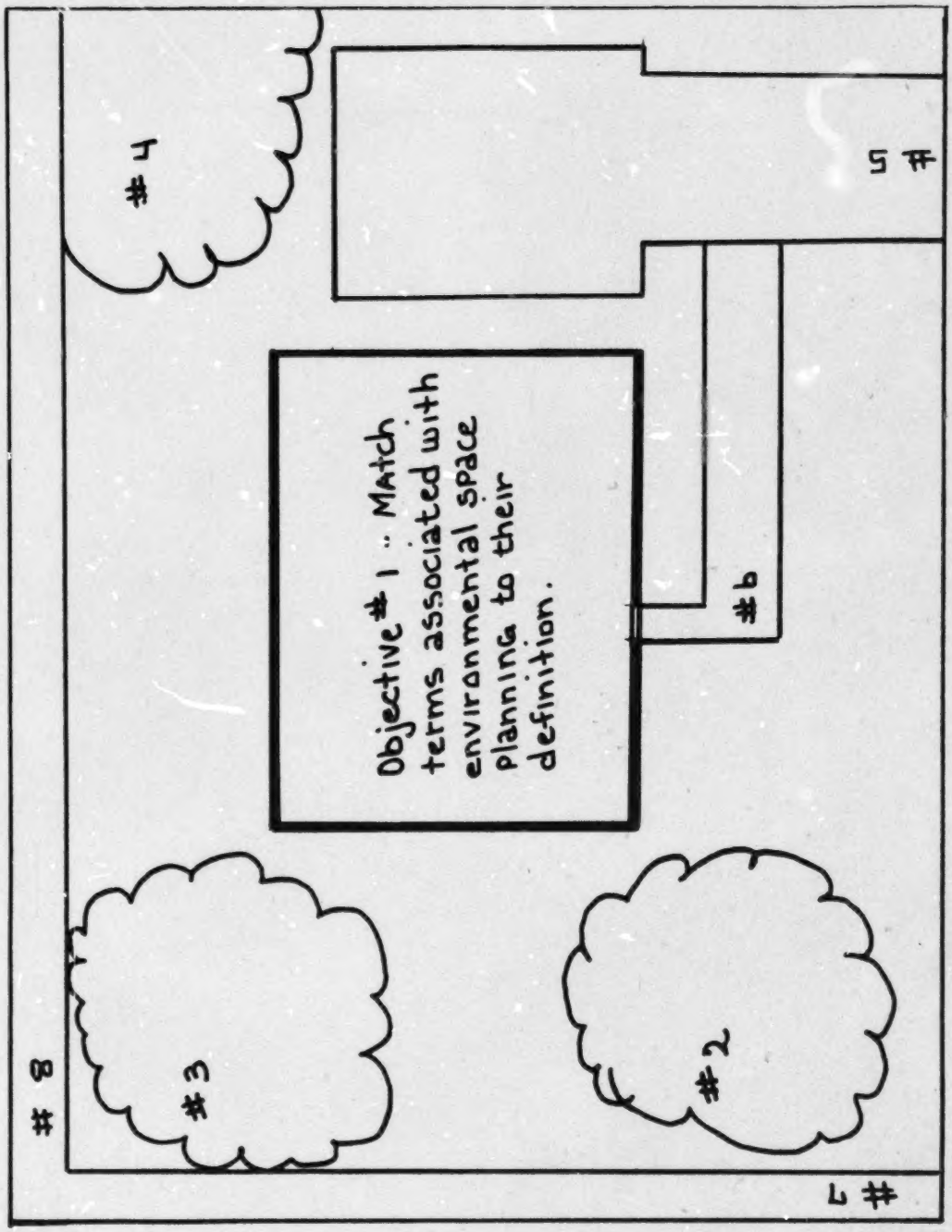


Identify at least one area where these features may be used.

ENVIRONMENTAL SPACE PLANNING
UNIT II

PRESENTATION OF OBJECTIVES

(NOTE: Use the diagram below to construct a large "sample landscape plan" to present objectives. Write objectives on landscape model parts and add until total plan is complete.)



FLOOR COVERINGS
UNIT I

WORD HUNT - OBJECTIVE 3

See if you can circle all 9 different resilient floor coverings. The words are spelled from left to right, top to bottom, and diagonally.

B O A S O T S E B S A L Y N I V A

C I C S M P W S D O H W I T M F X

N D O R P X V M O V D S X N I J C

O G R E Y H Q L K E R H C J O T Y

M A K B J Z A E U K X E L U S I E

D F C B D N M L N R I E X E I L C

E T R U S I R P T O C T A H J E F

C Y M R U C D A O C P V K N V V S

S L M U E L O N I L D I A L N I R

A Z K T Q X P F T Y S N V G T N H

O B R A R O S J L N O Y C L I Y B

X R A O M Z Q O G I A L Z K E L I

B D X T B I O L E V B I F A C C A

E M B O S S E D L I N O L E U M M

Use this list to keep track of the words you've found.

Asphalt
Rubber
Inlaid linoleum
Embossed linoleum
Cork
Vinyl asbestos
Vinyl cork
Sheet vinyl
Tile vinyl

FLOOR COVERINGS
UNIT I

WORD HUNT - OBJECTIVE 3

See if you can find the 9 nonresilient floor coverings in the following word hunt.

Brick	Flagstone	Quarry tile
Marble	Ceramic tile	Poured seamless vinyl
Terrazzo	Concrete tile	Glass brick

R O G L A S S B R I C K Y K

S A E P L D P H Q N B T R I

V J D O N Q B F Y O CC H Q U

S O Q U A R R Y T I L E L S

X R C R E L O A Z M L I K S

Q D E E H G P U X A W B D C

A R S D R D L I F D O Z I K

E P Q S W A E Q M A R B L E

L M C E I S M S W I X R U B

I B J A H L O I T Z O M T D

T G I M J N V S C F G I Q E

E O C L K T L A I T S R C N

T C T E R R A Z Z O I G A O

E G G S K T Z N V Y M L J T

R A T S I Y F B R I C K E S

C P X V O Z U O L P T X W G

N Q B I K V S K I A T E S A

O S D N O P L C S E Z I D L

C L Q Y P N Q L M O G S N F

FLOOR COVERINGS
UNIT I

FLOOR COVERING BASEBALL - OBJECTIVE 4

1. Divide students into two teams.

2. Explain Rules:
   A. Determine team to "bat" first.
   B. Each team will have three outs.
   C. Each team member will be asked a question. Batting team member has a choice of 1st base, 2nd base, 3rd base, or Home Run question. (1st base=very simple; Home Run=very difficult)
   D. The team will receive an "out" for every wrong answer given by teammates. When the team has 3 outs, questions are directed to the other team. (Information sheets may not be used while answering)
   E. The team with the most runs upon completion of the game wins.

EXAMPLES OF QUESTIONS USED FOR FLOOR COVERING BASEBALL

FIRST BASE

1) Name two resilient floor coverings.
2) Name one low cost resilient floor covering.
3) Give an example of a resilient floor covering which would be considered expensive.
4) What resilient floor covering must be sealed with shellac varnish?
5) Give two examples of resilient floor coverings which would be used in the kitchen.
6) Give one example of resilient floor covering which one would use with a self polishing wax.

SECOND BASE

1) Give 2 characteristics of vinyl cork floor covering.
2) Give two characteristics of (any of those listed) resilient floor coverings.
3) How would one treat or care for (fill in) floor coverings?
4) Name 4 resilient floor coverings.
5) Give three examples of resilient floor coverings which would be waxed with self polishing wax.

FLOOR COVERINGS
UNIT I

FLOOR COVERING BASEBALL - OBJECTIVE 4

THIRD BASE

1) _____ tile has poor greaseeresistance unless specially treated.
2) Give 6 characteristics of Asphalt tile.
3) How would one care for cork tile and Vinyl cork?
4) Explain the difference in vinyl and vinyl asbestos.
5) Name all 8 types of resilient floor coverings.
6) Give 5 places in the home where one could successfully use linoleum for the floor covering.

HOME RUN

1) Give all characteristics, uses, treatment, and care of (any of types).

CONSUMER PURCHASING OF FLOOR MATERIAL
UNIT II

BIDDING GAME - OBJECTIVE 1

PURPOSE OF GAME: To learn terms and definitions.

PLAYERS: Three players to a group. (May vary to local situation)

DESCRIPTION: Each group starts with $500.00. "Bidding" is held to find who has opportunity to answer questions. A group cannot bid more than the amount they have. Bidding is to be done at $50.00 bids. The highest group bidder will answer the question. Only one answer can be accepted from the group. If the answer is correct, the amount of bid is added to their total. If incorrect, the amount that was bid is deducted from their total. After completing the definitions, the group with highest amount of money is declared the winner.

CONSUMER PURCHASING OF FLOOR MATERIALS
UNIT II

WORD SCRAMBLE - OBJECTIVE 2

In order to purchase a floor material that gives the most complete satisfaction to the buyer several factors must be carefully weighed. Unscramble the words below to reveal the ten factors to consider in purchasing suitable floor materials.

1. L E E S E R N I I C _____
2. B S R O I N A A N A S S T E E R I C _____
3. D O U N S S T I B O O R N P A _____
4. T E A N E A N I M C N _____
5. B L A D R U T I Y I _____
6. S T O C _____
7. P A R E C E A N P A _____
8. O M O R C E O R D _____
9. M R A W H T _____
10. G T I H L C E L F T E R N O I _____

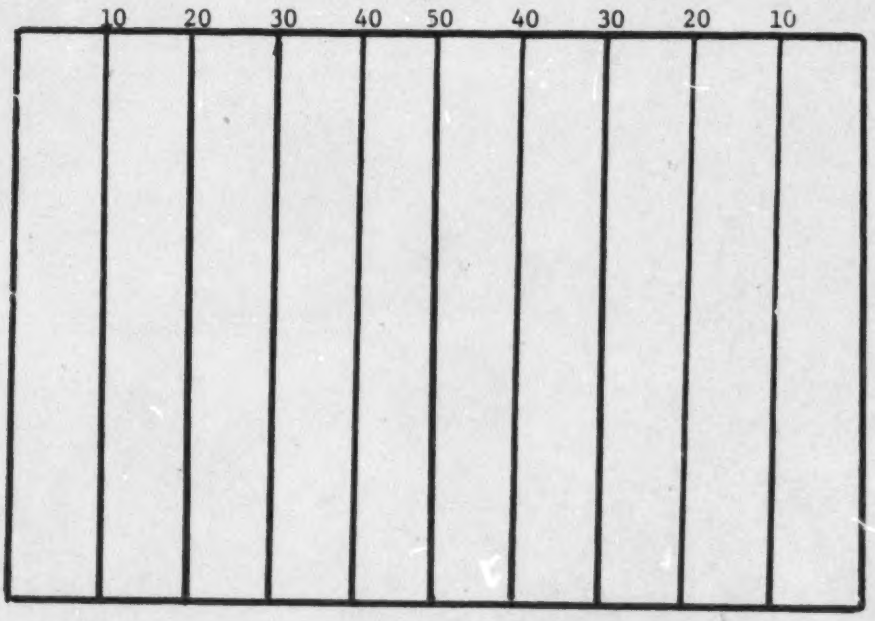
CONSUMER PURCHASING OF FLOOR MATERIAL
UNIT II

FOOTBALL GAME - OBJECTIVE 3

Purpose of game: To learn characteristics of principle fibers commonly used in carpets and rugs.

Players: Students are divided into teams of two.

Description: Teams begin on 20 yard line. Draw a football card (playing card with question.) Answer the question. A correct answer allows you to move ten yards. If a wrong answer is given, the team is penalized ten yards. When the team reaches goal line they score a touchdown (six points). To get extra points, draw another card. If the question is answered correctly, the team receives two extra points. Continue the game until all cards are used. The team having the highest score is the winner.



(NOTE: Draw football field on chalkboard or on poster board or use a green carpet sample!)

CONSUMER PURCHASING OF FLOOR MATERIAL
UNIT II

CHUTES AND LADDERS

PURPOSE: To review for unit test. Also to summarize key ideas.

PLAYERS: Four players and one judge.

DESCRIPTION: Roll dice. Take a card. The judge will read the card (the answer will be on the same card.) Only if the player answers correctly, he/she advances the number of spaces shown on the dice. If a student lands on a space with ladder advance to the top of the ladder. Likewise, when one lands on chute, he falls to the bottom of chute. Player reaching block number 64 wins the game.

WALL TREATMENT
UNIT III

CRYPTOGRAM - OBJECTIVE 2

The following numbers stand for letters that spell words that describe materials used for wall coverings. By exchanging the numbers you will be able to discover these materials.

1. 10 13 13 14

2. 5 6 7 8 9

3. 4 11 6 16 16

4. 10 6 11 11 12 13 1 2 3 7 8 4

5. 15 6 16 13 8 17 18

6. 15 2 9 6 11

7. 5 11 6 16 9 7 12

WALL TREATMENT
UNIT III

WORD HUNT - OBJECTIVE 6

See if you can circle all characteristics of Latex Paint in the word hunt below. The words are spelled backward and forward, from top to bottom, and diagonally.

A D H E S I O N Q U A L I T I E S

P Q R S Q R S U U Q R S T U X O P

P Z X R Z A C D I W X Y Z T O N D

L H D Q R Z Q R C Z I N I R O M U

Y Z R Z X Y Z Q K D R Y I N G L R

W A T E R T O T H I N G H I J K A

I T U V W X Y Z R S T U Q S U V B

T Z R Q T U V W O D O R L E S S L

H I D I N G P O W E R R B C D F E

B Z H B C D E H D U X Y Z U V W Z

R E S I S T T O W A T E R Y Z X X

U Z U V W X Y Z X Y Z U V W A B C

S E F G H J K L M N O P Q R S T U

H R O L L E R O R S P R A Y E R X

Use the space below to list the characteristics you've found.

WALL TREATMENT
UNIT III

WORD HUNT - OBJECTIVE 6

Circle the characteristics of Alkyd (oil) paints in the word hunt below. The words are spelled forward and backward, from top to bottom, and diagonally. Use the list at the bottom of the page to keep track of the words you've found.

A P P L Y W I T H B R U S H

D U R A B L E A I B E C L R

H T D E F G H I D J S K O O

E L H M N O P C I R I S W L

S T U I V W X Y N Z S I E L

I A B C N D E F G G T H R E

O D O R J N K L P M A N T R

N O P B R S E T O U N V O O

Q W X Y Z A B R W C T D D R

U E F G H I J K E L T M R S

A B S O R B S N R O O P Y P

L Q R S O I L T U V S W X R

I G R E A S E Y Z A O B C A

T D E F G H J K L M I N O Y

Y P Q R S T U V W X L Y Z E

A C E G A C F D E F G H I R

Absorbs oil, grease
Adhesive quality
Thinner
Apply with brush, roller or sprayer
Odor
Resistant to soil
Hiding Power
Durable
Slower to dry

WALL TREATMENT
UNIT III

WORD HUNT - OBJECTIVE 6

See if you can circle all 5 characteristics of EPOXY PAINT spelled out in this exercise. The words are spelled backward and forward, from top to bottom, and diagonally.

A P P L Y W I T H B R U S H C

C A D B C E F G R O L L E R D

O K L B S E G S P R A Y E R E

A C D R O P R S T U V W X Y F

T I L E L I K E C O A T I N G

A B C D E F G H I J K L M N O

U B D F G A G D H J K D O B E

S F A G U N V W E L B A R U D

E U B B D W A N D A Y Q Z O G

D B E C H E N D E R S O N Q I

O C A R O B E R T A T R U E B

N W O R N S U R F A C E S B C

G I F L E T A H A S K I N S E

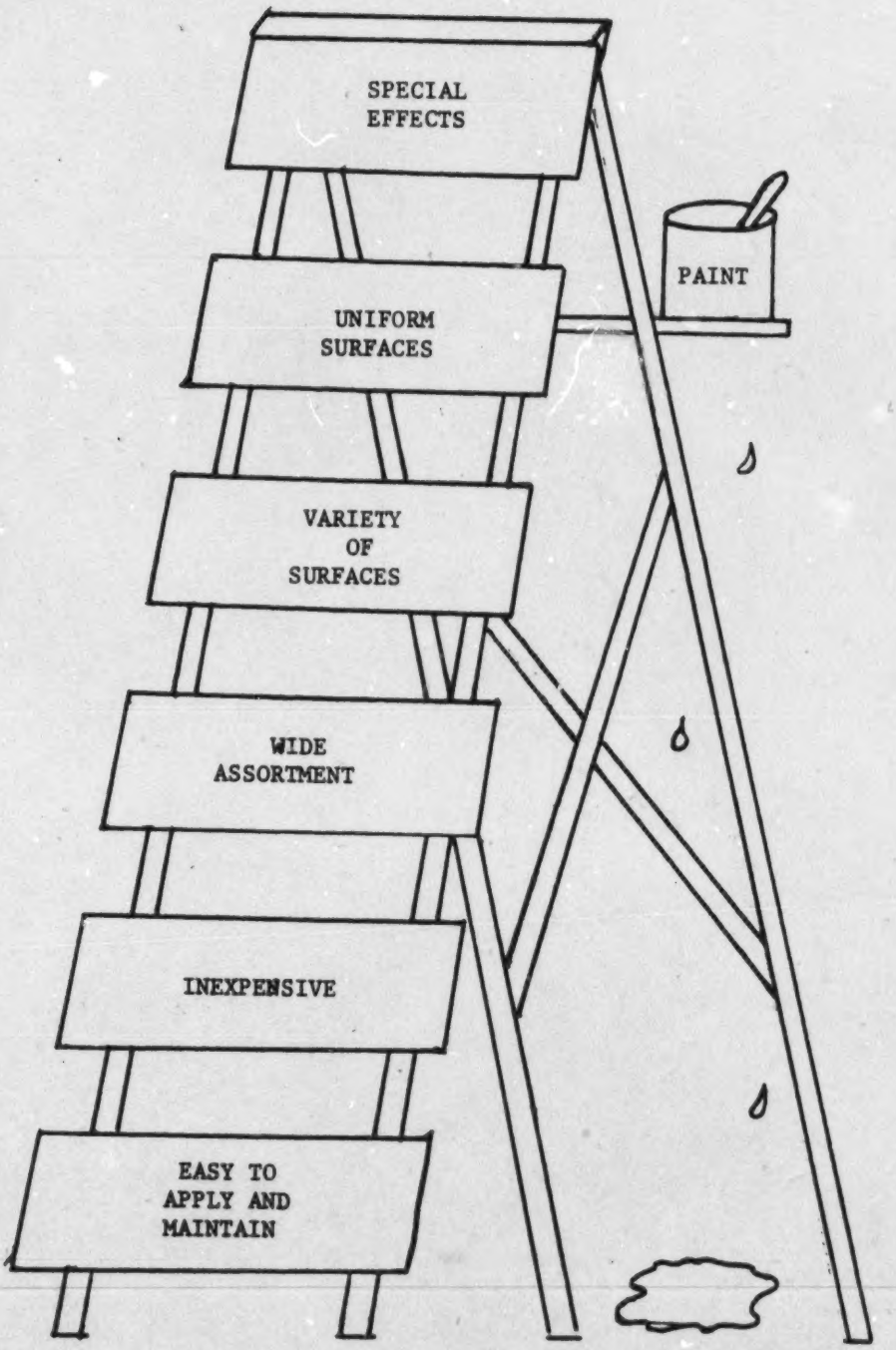
M U S T B E M I X E D A B C E

Use this list to keep track of the words you've found.

Applied with brush roller or sprayer
Tile like coating
Durable
Must be mixed
Used on worn surfaces

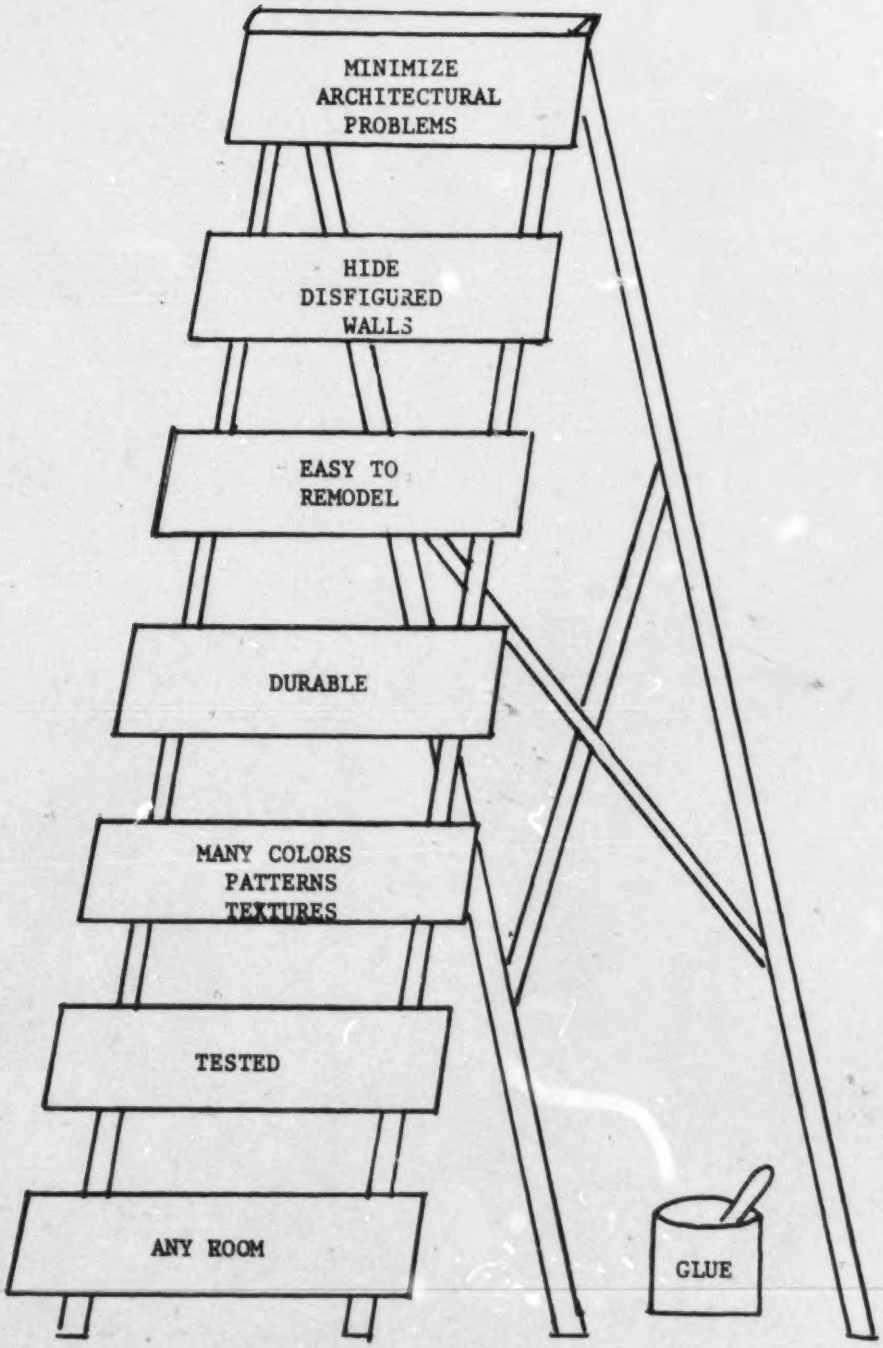
WALL TREATMENT
UNIT III

TRANSPARENCY MASTER - OBJECTIVE 7



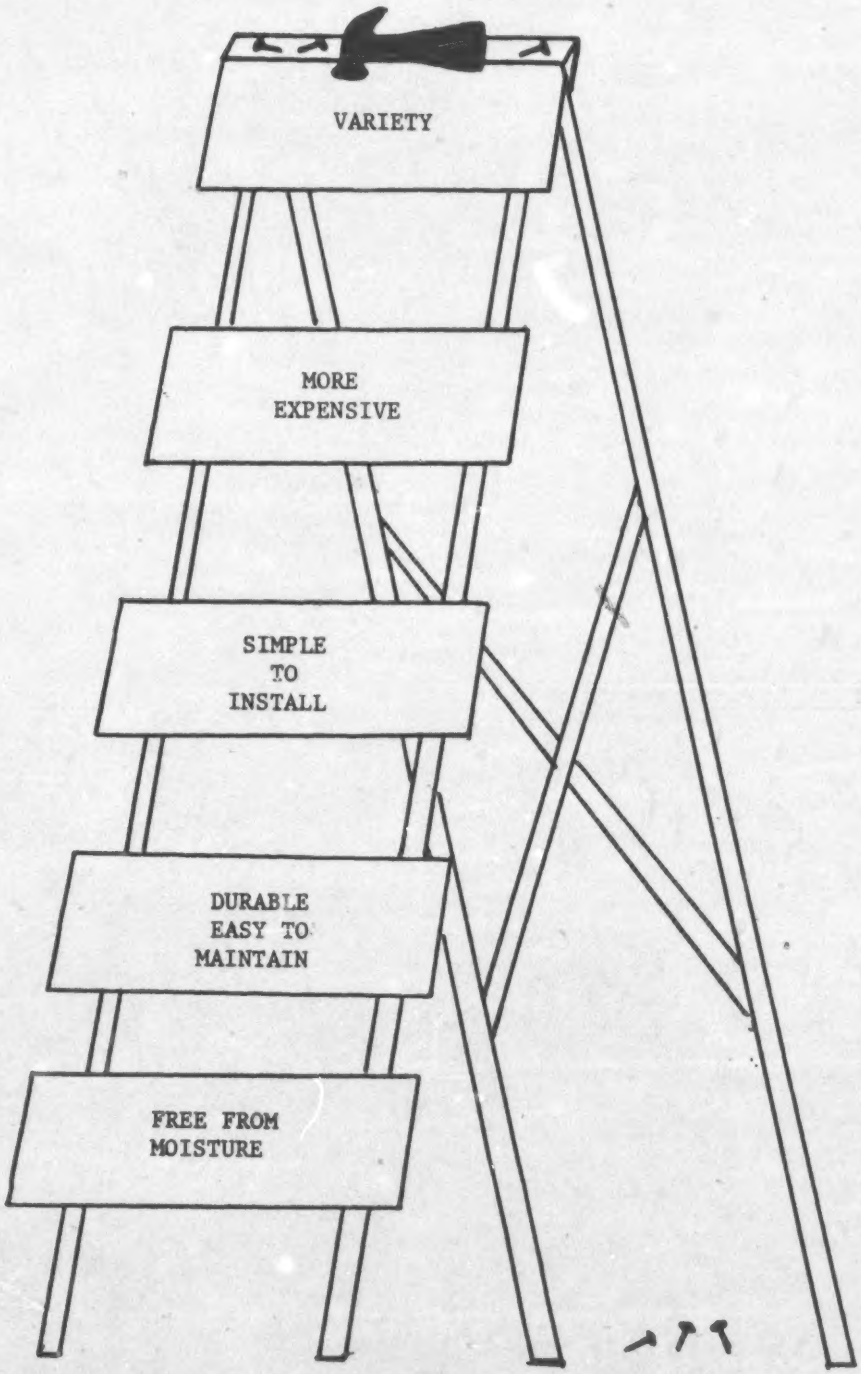
WALL TREATMENT
UNIT III

TRANSPARENCY MASTER - OBJECTIVE 8



WALL TREATMENT
UNIT III

TRANSPARENCY MASTER - OBJECTIVE 9



WALL TREATMENT
UNIT III

WORK SEQUENCE FOR PAINTING A ROOM - OBJECTIVE 12

In order to paint a room successfully it is advisable to plan a definite working sequence. Place the number beside the sentence in the order that should be followed for best results!

____ Paint ceiling first, walls next, and wood trim last

____ Clean equipment and store supplies

____ Clean and prepare surfaces

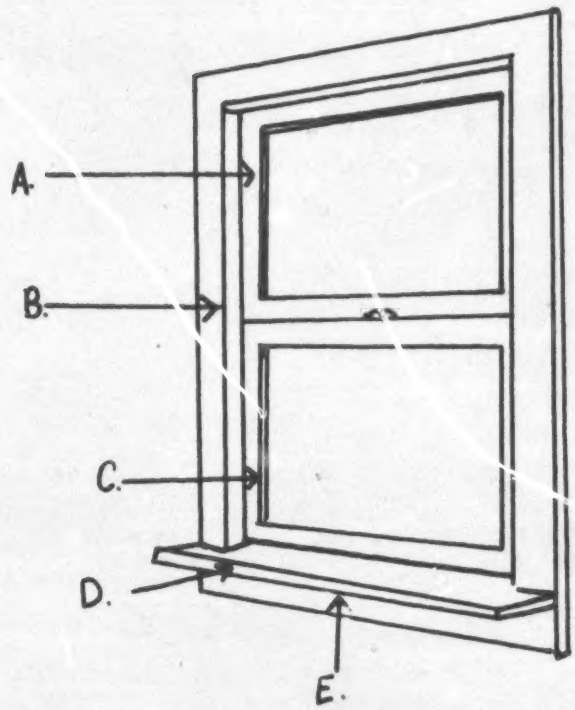
____ Gather needed supplies and equipment

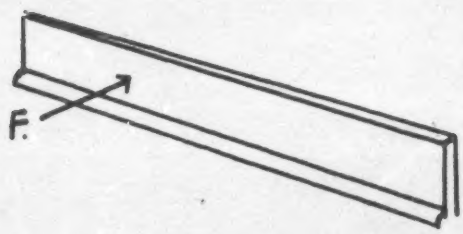
____ Move all tables, chairs, lamps, pictures, and small objects from room

____ Assemble all large items in the middle of the room and cover completely

WINDOWS AND WINDOW TREATMENT
UNIT IV

PARTS OF A WINDOW - OBJECTIVE 3





A. A slot through which elastic may be run. _____

B. The wood around a picture. _____

C. Little girls dresses sometimes have them. _____

D. The law will arrest you for having a ____(-t). _____

E. Grandmothers always wear one. _____

F. The bottom of a lamp plus what the teacher writes on. _____

WINDOW AND WINDOW TREATMENT
UNIT IV

TYPES OF WINDOW TREATMENTS - OBJECTIVE 4
WORD HUNT

See if you can circle all 19 different types of window treatments in this word hunt. The words are spelled from left to right, top to bottom, and diagonally. Use the list to keep track of the words you've found.

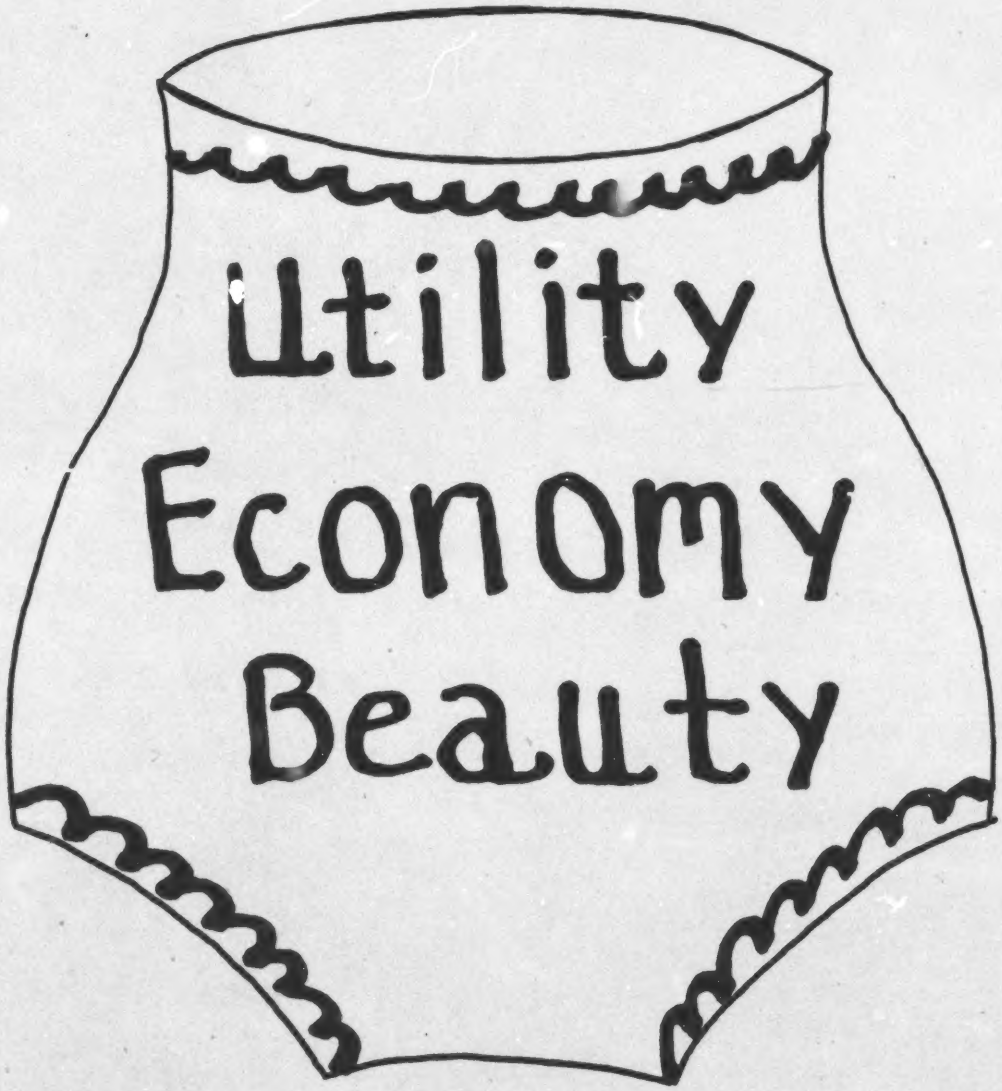
S A S H C U R T A I N O P Q L M K P S H A D A F N Z P
A W I N D O W S H A D E T U U B C R F G H A J K C M N
S H A D E M K E R P O T R A D I T I O N A L S H A D E
H D O G J O B N P R L T A N V X Z S B D F L H J F L N
X R O M A N S H A D E A I G E C A C J Z X A V T E R P
U A R E K N P T S R Q L N R M L K I E A G S E D C B A
R W H J L N D G S U B E E T S W Y L A M B R E Q U I N
T D E G I K M C A N D E X D S L Z L F J G O S U R S Z
A R O B O T P V A W H O O S E E K A A Y I C T O T R A
I A N O O Q R I U S Y C O M S H A C E V L O O K A N G
N P Z B B T T Q I P C N A F H S H U T T E R P W I X H
A E C B C E T M E D N A M R U S K R A S J N O O N G I
B R B I N D E L G W I N D C W L H T W T V I U B Y E T
S Y F E P S S R E Q O S H E E R A A F T E C X S A S H
E C V A L A N C E B T F C A T F R I D A Y E A P P L E
H E L L O D U D O G A U S T R I A N S H A D E Y E Y E
S I D E D R A P E R Y H G O O D Z S A D E W I N D O W

Draw drapery
Cafe curtains
Priscilla curtain
Valance
Swag and cascade
Traditional shade
Venetian blind
Sheer
Semi-sheer
Sash curtain
Jabot
Slide drapery
Shutter
Window shade
Austrian shade
Roman shade
Cornice
Plants
Lambrequin

WINDOWS AND WINDOW TREATMENT
UNIT IV

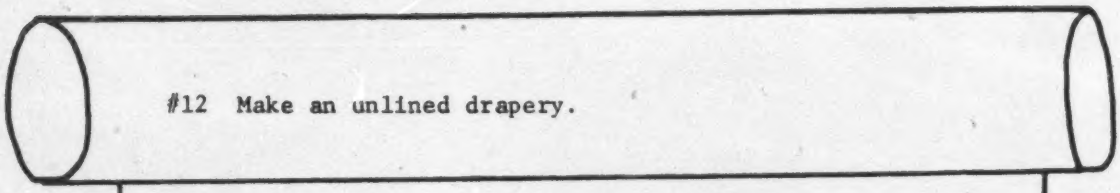
PURPOSES OF WINDOW TREATMENT - OBJECTIVE 5

(NOTE: The purposes of a window treatment can be likened to a girdle--a woman sometimes uses a girdle to increase her beauty. A girdle may economize by preventing a new and larger wardrobe purchase!)



DRAPERIES AND CURTAINS
UNIT V

PRESENTATION OF OBJECTIVES



#12 Make an unlined drapery.

#11	Calculate cost of draperies and sheers.
#10	Calculate amount of yardage needed for draperies & sheers.
#9	Tell how to calculate cost of draperies and sheers.
#8	Tell how to calculate amount of yardage needed for draperies and sheers.
#7	List factors to consider in the selection of fabric for curtains and draperies.
#6	Identify types of window hardware.
#5	Discuss in a short paragraph guidelines for hanging curtains and draperies.
#4	State the basic rule for hanging curtains and draperies.
#3	Identify measurement points on a window.
#2	Discuss in a short paragraph factors to consider in the selection of curtains and draperies.
#1	Match terms associated with draperies and curtains to the correct definitions.

(NOTE: This "window shade" can be constructed with a roll of butcher or shelf paper or an end roll of wallpaper. Top can be fashioned to resemble a cornice.)

DRAPERIES AND CURTAINS
UNIT V

SELECTION OF CURTAINS & DRAPERIES - OBJECTIVE 2

See if you can circle 6 factors to consider in selection of curtains and draperies. The words are spelled from left to right, top to bottom, bottom to top and diagonally.

B O D E N W C D Q X Y A D N E O

E P E A S E O F C A R E I N D E

J B W L K N S T U D E N O H I B

O M K F A B R I C J S H N F D A

Q S U V O V W N D E A B O N Q N

Z W N X W R D N B Z F B I O D D

Z Y V N T Q M N W Q E Z T N P N

N W Z Y D N B C H J T B C B F D

R Q P N M L K H C Z Y D U V X Z

N X Z W X Y X M N S R T R S R C

W X B C D U R A B I L I T Y N Z

Q V B E B S T R X J F C S B Q P

R E D Z D J H V W B R N N X V W

S T V W N A X G D N B C O J G C

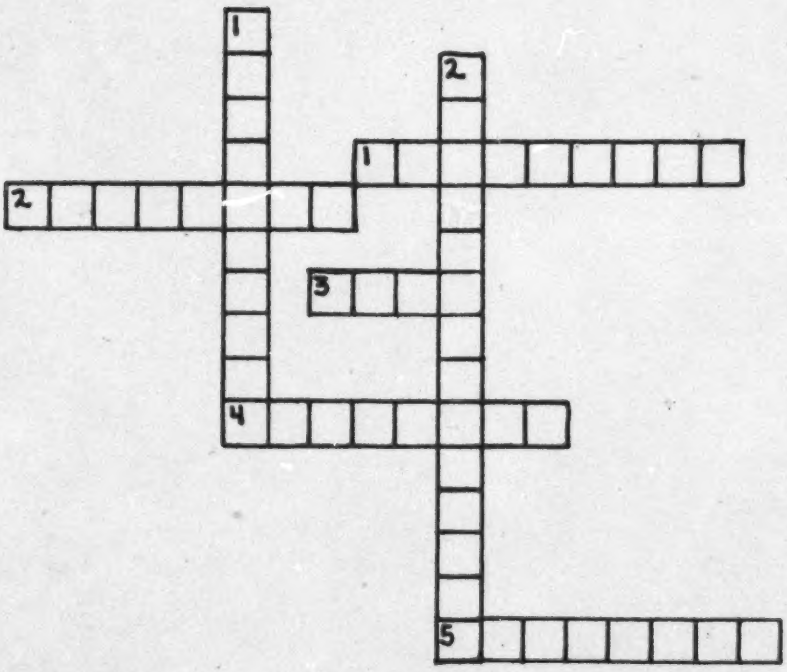
X Y G W N B R S M L N K C D C G

Use this list to keep track of the words you have found.

Ease of care
Form
Fabric
Safety
Construction
Durability

DRAPERIES AND CURTAINS
UNIT V

TYPES OF WINDOW HARDWARE - OBJECTIVE 6



ACROSS

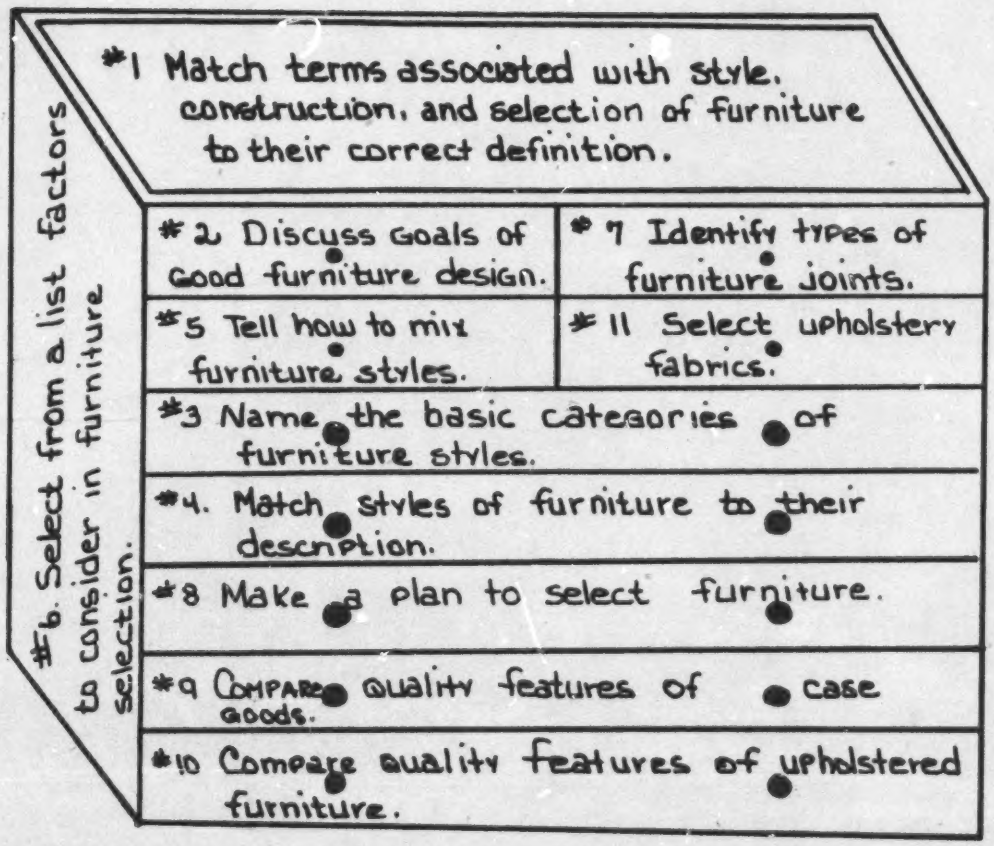
1 Adjustable rod used for curtains and stationary draperies.
2 Rod used for draperies or pleated curtains that open by pulling a cord.
3 Rod used at top and bottom of shirred curtains on doors or windows.
4 Rod that can be mounted on window frame but allows the apparent width of the window to be much more without marring the wall.
5 Rod used for in-swinging French doors or casement window.

DOWN

1 Rod that is visible and adds a touch of beauty to window treatments.
2 Finishing touches that are used in tie-back window treatments.

STYLE, CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

PRESENTATION OF OBJECTIVES


*1 Match terms associated with style, construction, and selection of furniture to their correct definition.
*2 Discuss goals of good furniture design.
*7 Identify types of furniture joints.
*5 Tell how to mix furniture styles.
*11 Select upholstery fabrics.
*3 Name the basic categories of furniture styles.
*4. Match styles of furniture to their description.
*8 Make a plan to select furniture.
*9 Compare quality features of case goods.
*10 Compare quality features of upholstered furniture.
*6. Select from a list factors to consider in furniture selection.

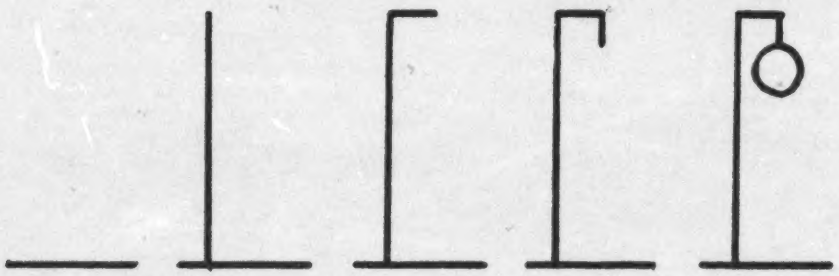
STYLE, CONSTRUCTION, AND SELECTION OF FURNITURE
UNIT I

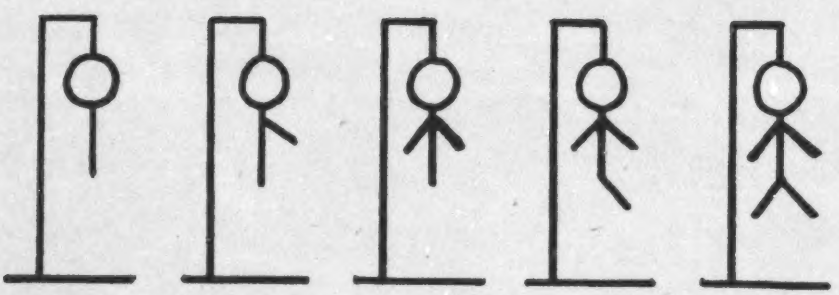
HANGMAN - OBJECTIVE 6

One person is chosen to be the Hangman to start. The Hangman selects a word of (preferably) ten letters or more (in this case, a factor to consider in furniture selection) and keeps it to himself but indicates the number of letters in the word by making dashes.

For example, if the word is "afternoon" the Hangman chalks---------. Then, each of the other players in turn has to guess a letter. If the letter guessed is correct, say, if a player guesses E, then the Hangman prints that letter atop the correct dash, like this: ___E_____. But for each miss, a gallows and a hanged man begin to take shape with simple lines.

If the players fail to guess all the letters of factor to consider in furniture selection before a completed hanged man is drawn, then the Hangman goes again. Whoever guesses the word - wild guesses are permitted - becomes the Hangman.





APPLIANCES
UNIT II

APPLIANCE TERMS AND DEFINITIONS - OBJECTIVE 1

Unscramble the following words and match the term with it's definition to complete the puzzle.

A. C R E I L L T C E A I C S T R I C U
   _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

B. T E G Y R A G D
   _ _ _ _ _ _ _ _

C. A R Y W T A R N
   _ _ _ _ _ _ _ _

D. S U C N O R E M S E R E R S D
   _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

E. L A S E F O P A V L A O P R
   _ _ _ _ _ _ _ _ _ _ _ _ _ _

F. P C S E T E H S E
   _ _ _ _ _ _ _ _ _

G. M P A L N T E E A
   _ _ _ _ _ _ _ _ _

H. A P M C A
   _ _ _ _ _

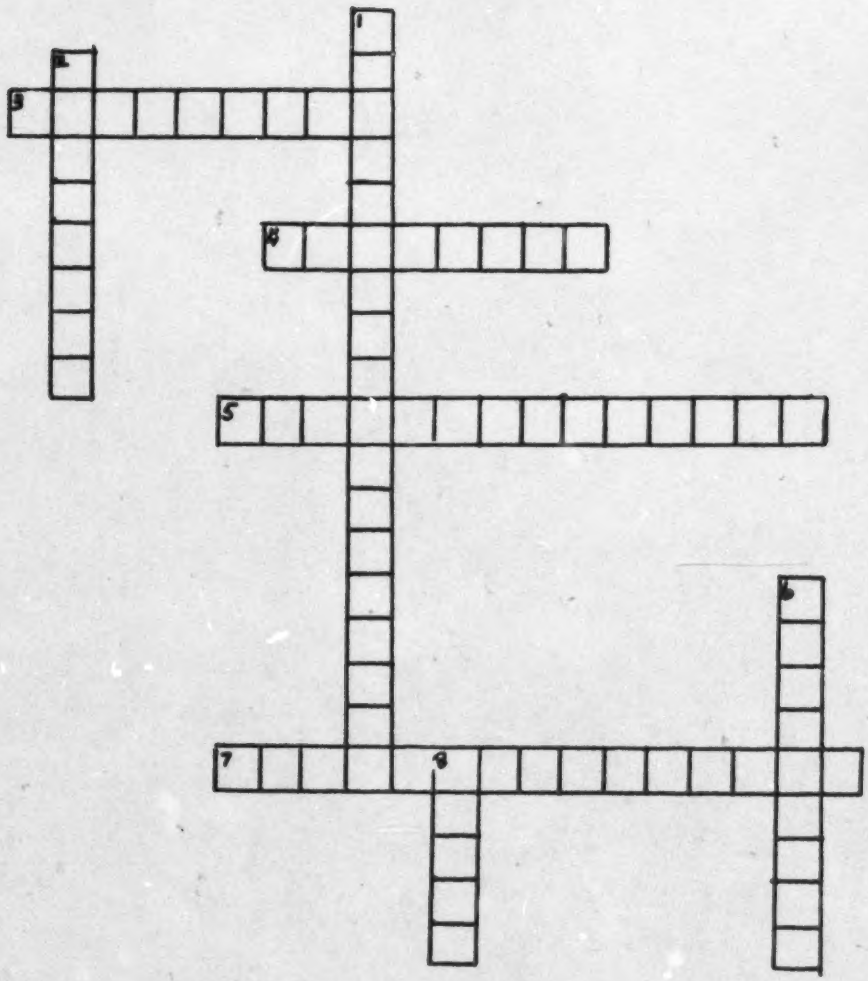
APPLIANCE CROSSWORD PUZZLE

ACROSS

3) Source of written information located on appliance
4) Manufacturer's written statement of responsibility for replacement of parts & labor that fail within a specified period of time
5) Label that indicates appliance me meets a certain standard for safety or quality
7) Course of action taken when seeking to remedy a complaint about a certain product or service

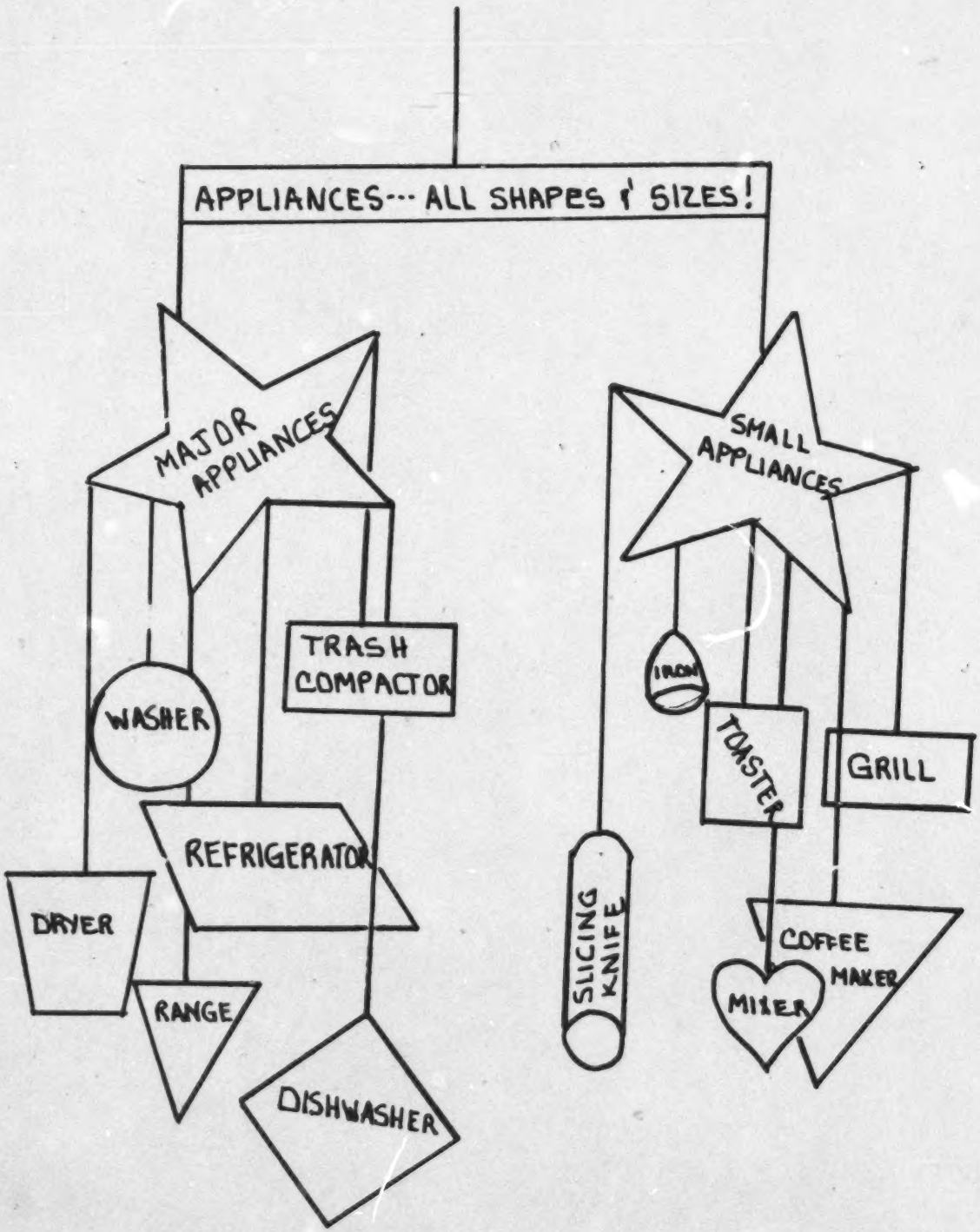
DOWN

1) Wiring required to operate equipment using electricity
2) Mechanical or electronic labor-saving device with a novelty appeal
6) Printed source of appliance information available from the dealer
8) Special consumer committee to help consumers who have problems with their major appliances (abbreviation)


1
2
3
4
5
6
7
8

APPLIANCES
UNIT II

MOBILE - OBJECTIVE 2



APPLIANCES
UNITTII

CASE STUDY - OBJECTIVE 3

Mike and Sue Smith have been married for 3 years and until recently they lived in a rented duplex. But, when the Smith's found out they were going to become parents they decided to start looking for a larger place of their own. They had always dreamed of a home in the country with plenty of room for the children to run and play.

The Smith's found and purchased their "dream" house, 10 miles from town, and in a few short months they were blessed with a baby boy. With the added responsibility of the baby, Sue soon realized a washer and dryer in her home would be a big help and time saver.

When Mike and Sue had lived in the duplex laundry had never been a big problem. They had never seriously considered purchasing their own washer and dryer because they knew they would be moving, possibly several times, before buying a place of their own. Besides, a laundry was always close by, so they could easily complete their weekly laundry chores in about an hour's time. But now the Smith's have to drive 14 miles to the nearest laundry and with the baby's added clothing needs Sue finds herself going to the laundry at least twice and sometimes three times a week. Sue feels she could better utilize this time with a washer and dryer in her own home because she could go about her daily household chores while the clothes were being laundered. The previous owners of their home had owned a washer and dryer, so a place with adequate wiring and plumbing was available. This would be no problem. After checking with several local dealers the Smith's found they could purchase a

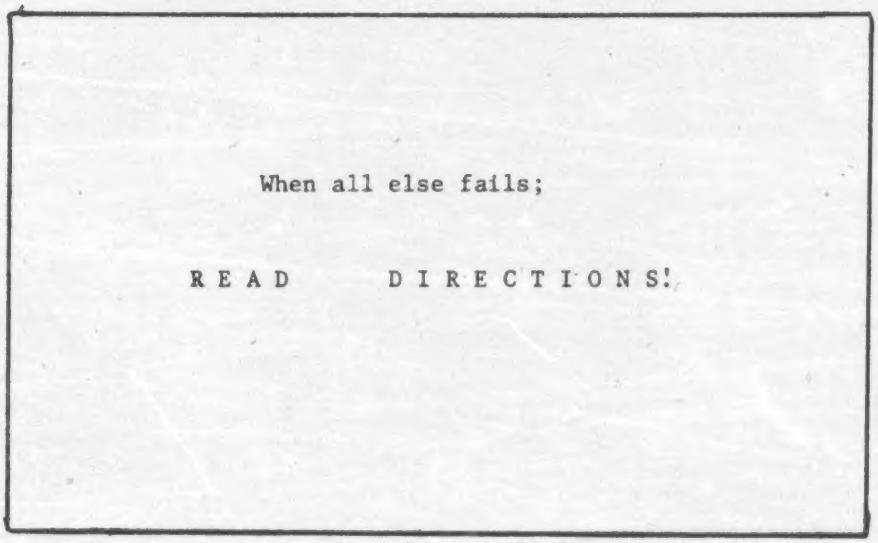
washer and dryer on installment payments of $25.00 per month for 18 months.

Considering various factors, the Smith's feel this will be a good purchase.

****** LIST factors which have influenced the Smith's choice to buy a washer and dryer at this time. ******

APPLIANCES
UNIT II

POSTER IDEA - OBJECTIVE 4



APPLIANCES
UNIT II

APPLIANCE INFORMATION SEARCH - OBJECTIVE 6

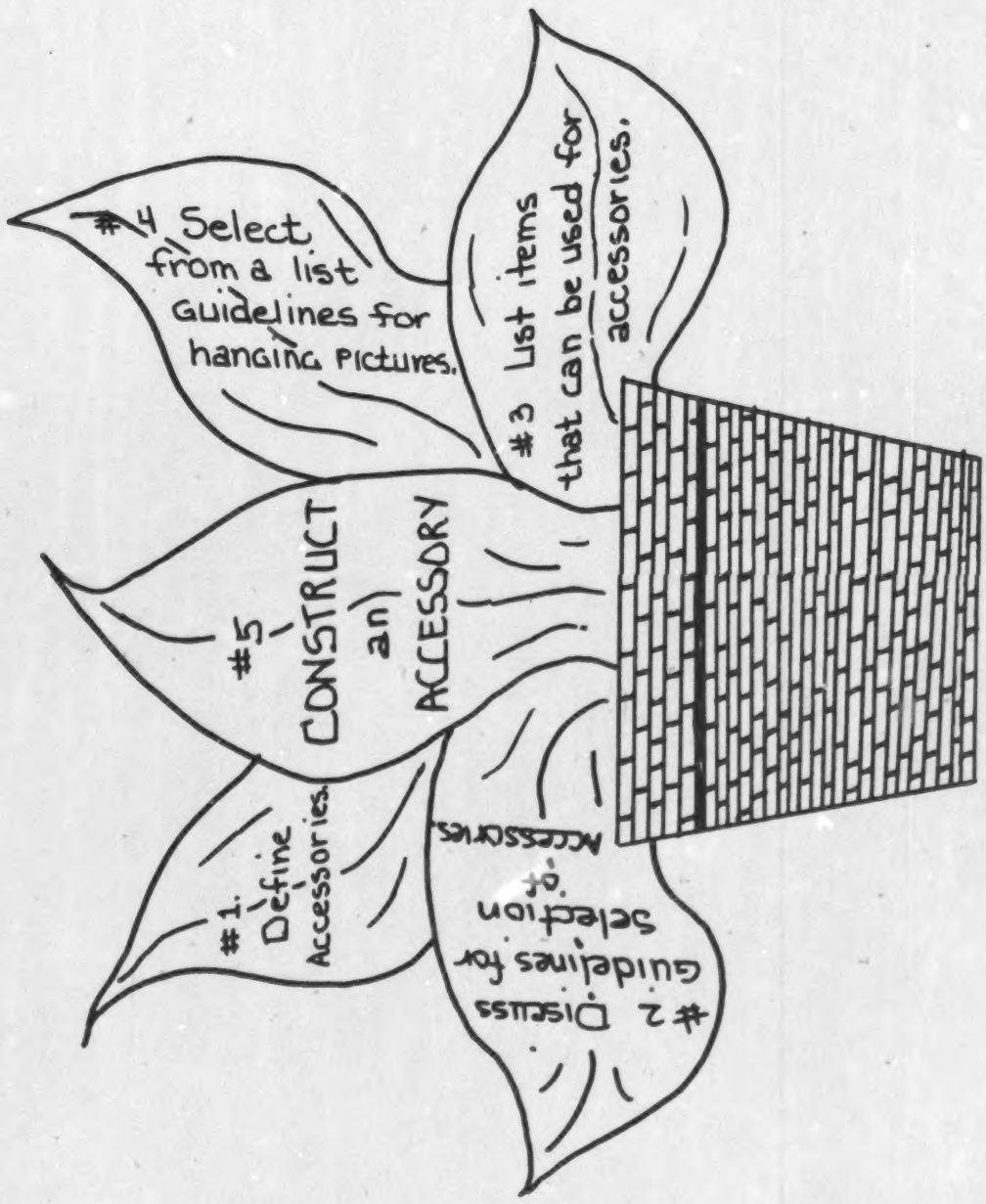
N P S X O R B Q G T U L D V K C N J E L Y F M Z I H N O
O E B U L I M O V A E M N H B D S Z O Q L I V J W K O A
I C B D G V T L G M N F G W V H R U S E F E K V T Q X T
T V I W F H G K B F P E X B N J Q G T D T Y D R M D T U
A K U C P S J V W Q Y X H L M B D C S Z R Z L W G U M B
M X J D R F T U H O D R J I K H F X P J O F X S O C H A
R O I Z H T U Q T R Y X K A V I O E Y Q K C L Y N G B C
O V K T K J M S E A W S H J E B S E J V E A R M Z J A Q
F W D A B B O P D S Z O E L D F M S B Z Y T L Y T F O X
N J N A O P S Q R K C B D E X C G K L T D B C I U D N R
I Q M N L X V Y O Q W Y C I G R O Y O N H K Q D X V W S
D T M A S Q T S V U N L B L Y Q I H A T M N U V O S C D
E O W K L C J X M E A Z M X S Z B E Z U B D R F I M H V
T B C Z B P N R V S X T O B C T N K N T C P O K V E G A
N F U V C F R U L T N O X D N T P L Z A L I D M J K L J
I C D G W H O V M I Q K U H M D K M V U I S H P X L T H
R D A E I U J Q T O L I B A M C J K Y S B Q V N O R E O
P J Z B Y K V E X N K J X B D F P G S O L W R Q I J X B
D E T E R M I N E S P E C I A L R E Q U I R E M E N T S
A V C F E Q P Y Z F Y M X B W Y L N Q C O X M G A S J K
E I R S W R X H I D Z H A A D V N R P T B P U F H U K D
R O B D C G S T J X G N T E V E M Z W A I W R U Q I V H

You should be able to find four ways to obtain information about appliances! Use the space below to keep track of what you find.

ACCESSORIES
UNIT III

PRESENTATION OF OBJECTIVES

(NOTE: A potted fern basket is only one accessory item! Can you name others? Write one objective per leaf to make this accessory for teaching complete.)


#1. Define Accessories.
#2 Discuss Guidelines for selection of accessories.
#3 List items that can be used for accessories.
#4 Select from a list guidelines for hanging pictures.
#5 CONSTRUCT an ACCESSORY

ACCESSORIES
UNIT II

ACCESSORY WORD SEARCH - OBJECTIVE 3

Locate 18 items below that can be used as accessories! List them in the space below the puzzle.

B C F G B O O K S H J C B D F M N D L C B F D G X O L
N J K M N I F B C N D X N G D N L O M A N B G G D C B
H O B B V I T E M S C D L K W O K L D N C O Y O L D G
M U Y W S C B D S H J I N W C L S E B D I D H B A E D
K N C K Y W C J N B N C I B J E F T B L G T E C M S L
J O D B J B S K Y C S M F D L D S R U E O B L E P E S
T K S Y L I W B O W I S B L C O B W G S L S T C S L P
J U I O U S O N J S B I K O L B D C F O Y X Z J K L M
C U S H I O N S D F G H J K L M N P Q R S T V W X Y Z
D G D F G K J H N M L R Q P T S N M L P Q R L M N D B
F H J K L M N C A N D L E H O L D E R S B C R L M N O
G R Q T V D F G L N M S T X Y Z D F G L N M S T D F G
K L N M A F G H P Q R T R B C H G J K G P Q R V W X Y
J P B C S V W X Y P H O T O G R A P H S V W X Y Z P B
H R J K E S T L M N H J K D F G L M N H J K P Q R B C
S R P A S R B C D G F H K M N V Z X Y B C H J K D F G
T L B C L D F G P R Q B C H G P I C T U R E S B C H J
R M C D N L A M P S L M S D F G D G F [illegible] L M N P G R
L U P H M H D F G Y D L P H L M N [illegible] J K D F G V W X Y
N D G J H J F G F Z Q M E J K [illegible] Q R H J K D F G H J X
M F Q S T V G H H X R C C P Q Y D F G H J K L M N P Z
S G R K G W H J J H J K [illegible] L R Z C F L O W E R S B C D
F I G U R I N E S G F [illegible] A M N U H J K B C D G F J K F
T H M L D X P K M H J K L D G V B F H J K N S T Z Y B
Q K C M F Z R M K V W X C F L W P E P A R V Y Z T S D
R J A N T I Q U E S Z Y O G M X R C F O G J K H M N O
S L B H G Y S L H P B C L H N Y L M S T R W V Z Y N K
N M L J L B T N L Q D B L J S Z M D I D F G H J K L E
M C M K Y R N S C R F C E K T D S F L R P R Q W Z Y N
D S L P Y C M T D S G C C P R F T G N H R Y Z U H J D
F T D O Z Q T P F L H P T Q Q G H W M J V D R S Y Z S
G B F F C Y S Q G M J O I R V L J V S K W S R H J K V
J C G G H K M R L N K X O W Y M K X T M X T N S P R X
K W K H J T S B Z T P Z N X N N D Z R N Z L M H K J Z
R Y J X K M K C Y S R Y S B T S P R P L A N T S M L N

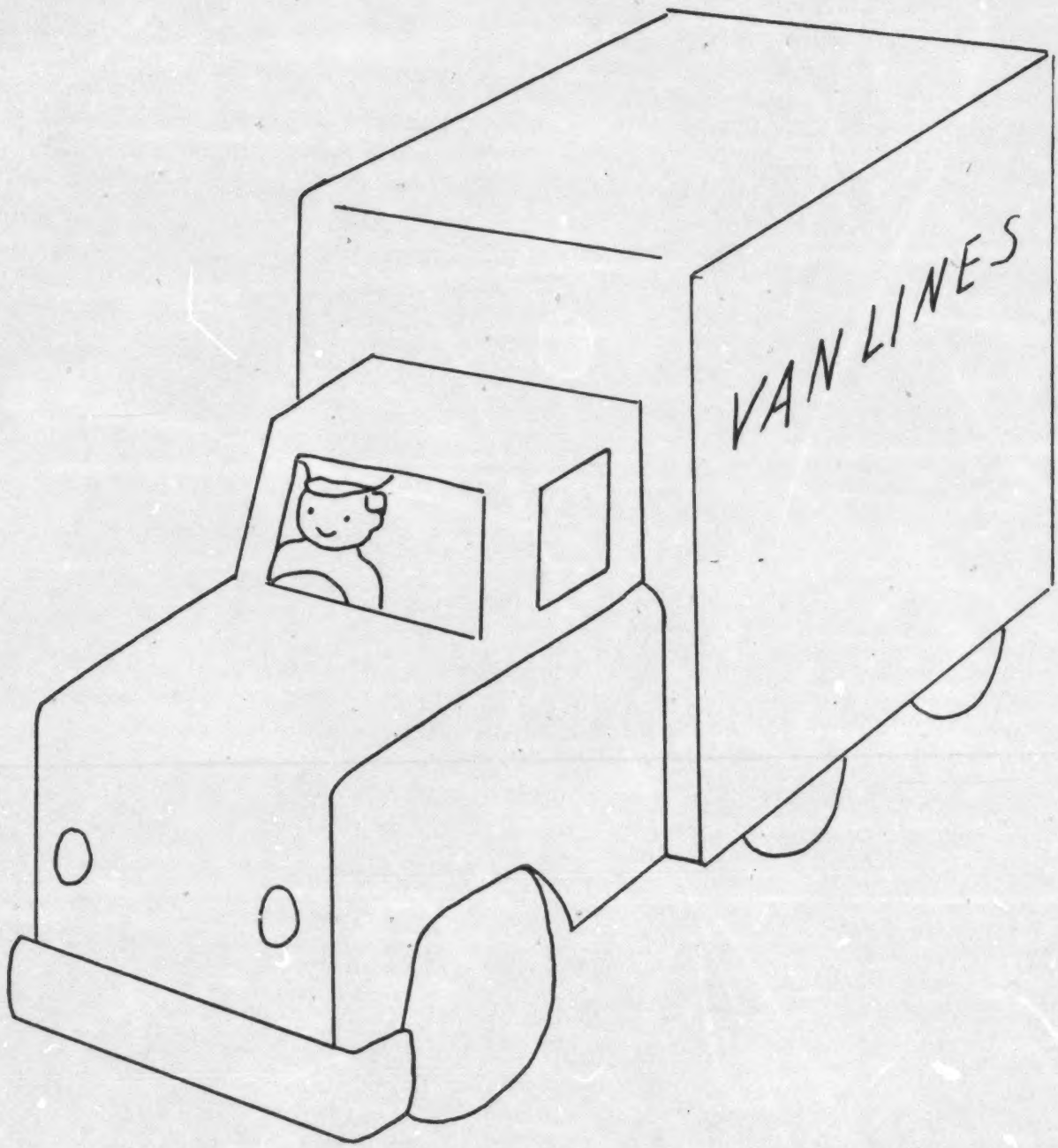
Books
Bowls
Vases
Figurines
Candles
Mirrors

Candleholder
Special Collections
Hobby items
Photographs
Bookends
Cushions

Lamps
Plants
Flowers
Antiques
Pictures
Clocks

PRESENTATION OF OBJECTIVES

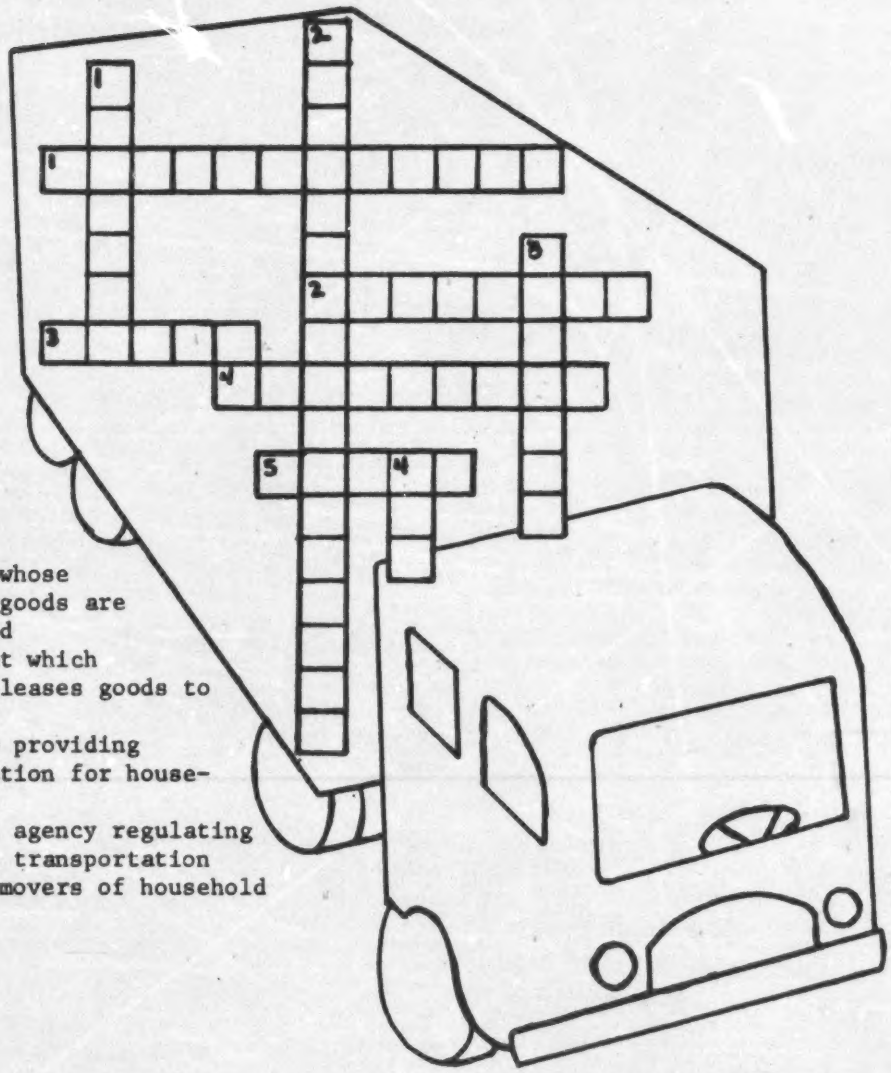
(NOTE: Write each objective on a moving van!
See next page for moving van pattern.)



(NOTE: Two vans should be used for this activity. Reverse the pattern for the second van so that trucks will be going in both directions on the highway.)

MOVING
UNIT IV

CROSSWORD PUZZLE - OBJECTIVE 1



DOWN

1. Person whose household goods are being moved
2. Value at which shipper releases goods to carrier
3. Company providing transportation for household goods
4. Federal agency regulating interstate transportation including movers of household goods

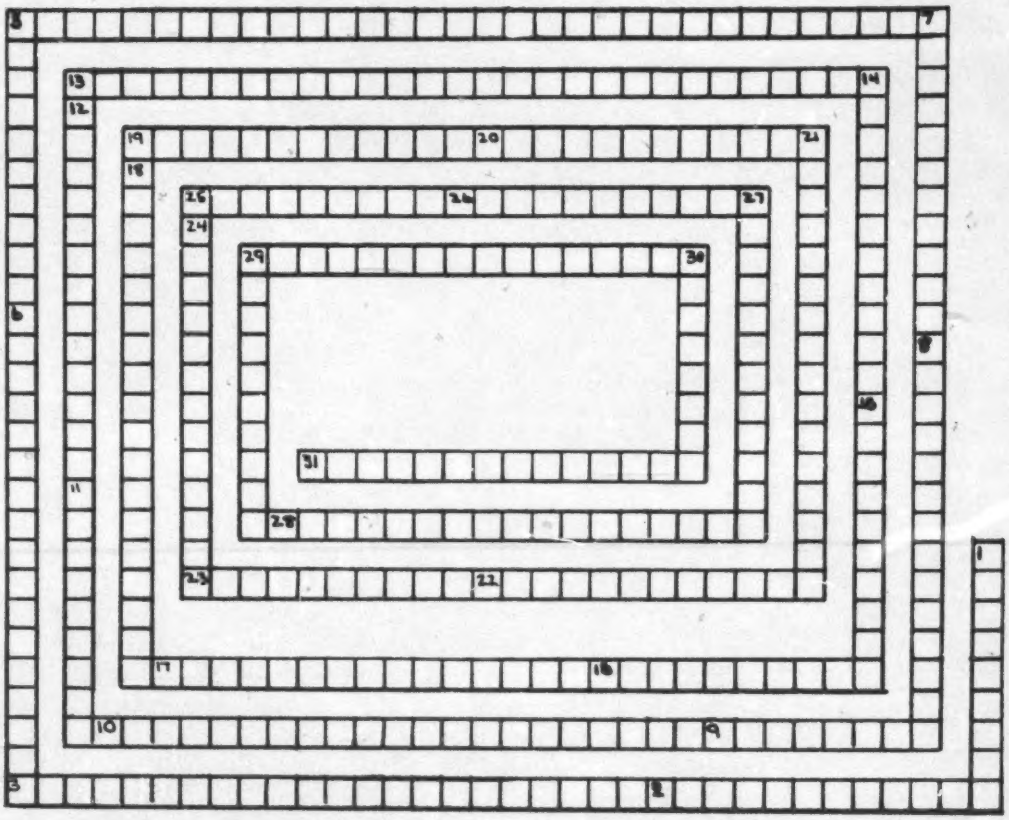
ACROSS

1. Contract between carrier and shipper for all services and charges
2. "Educated guess" as to total weight of household goods and cost of move
3. _____ for service is the form used by carrier to plan moving details
4. Detailed descriptive list of household goods showing number
5. Statements (by shipper to carrier) of loss or damage of any household goods while in charge of carrier

EMPLOYMENT IN HOUSING AND HOME FURNISHINGS
UNIT I

WINDER PUZZLE -- OBJECTIVE 1

Panel maker, architect, furniture reproducer--what do they do? How do they "fit" into the total scheme for a career in the housing and home furnishings industry? Study the clues below and insert the appropriate term in the blank spaces provided in the winder puzzle.



1. Examines items (furniture, real estate, works of art) to determine their value for purchase, sale, investment, mortgage, or loan purposes

2. Furniture_____ displays and sells home furnishings items to business or industrial establishments or to individuals utilizing detailed knowledge of specific characteristics of merchandising

3. Works to carry away or dispose of all types of human waste

4. Plans, designs, and organizes services for homes, hotels, ships, and commercial and institutional structures through analysis of functional requirements, moods, and purposes of furnishing interior based on client's needs and preferences

5. A moving_____ works with consumer to plan a "trouble-free" move

6. Services, repairs, and installs new and used appliances

7. Supervises work activities of cleaning personnel to insure clean, orderly, attractive rooms in hotels, hospitals, and similar establishments

8. Designs and fashions floral pieces and decorations

9. Furniture _____ designs furniture line or individual pieces for manufacturer according to knowledge of design trends, offerings of competion, production costs, capability of production facilities, and characteristics of company's traditional market

10. Converts perspective architectural drawings of buildings and manufactured products for display or advertising purposes working from sketches and blueprints

11. Furniture _____ fastens together wooden parts or assemblies to form sections, frames, or complete articles of furniture

12. Measures area to be covered and delivers and installs finished draperies in customer's hom

13. _____ _____ _____ and _____ rents, buys, and sells property to clients on commission basis

14. Repairs and builds upholstered furniture using handtools and knowledge of fabrics and upholstery methods

15. Prepares clear, complete, and accurate working plans and detail drawings from rough or detailed sketches or notes for engineering or manufacturing purposes according to specified dimensions

16. Furniture _____ finishes or refinishes damaged, worn or used furniture or new high-grade furniture to specified color or finish utilizing knowledge of wood properties, finishes, and furniture styling

17. Prepares and installs window treatment from drawings made by interior designers

18. Plans and designs development of land areas for such projects as parks and other recreation facilities, airports, highways, parkways, hospitals, schools, land subdivisions, and commercial, industrial and residential sites

19. Operates sewing machine to join precut pieces of material to form finished draperies

20. Covers interior walls and ceilings of rooms with decorative wallpaper or fabric

21. Examines draperies to detect soil and assembly defects

22. Develops comprehensive plans and programs for utilization of land and physical facilities of cities, counties, and metropolitan areas

23. Furniture _____ prepares working drawings and templates of antique or custom furniture to facilitate reproduction, may make drawings from pictures if models are not available

24. Designs and plans sets for theatrical and motion picture productions

25. Plans, designs, and integrates structural, mechanical and ornamental elements into unified design for private residences, office buildings, theaters, public buildings, factories and other structures, organizes services necessary for construction

26. Contracts to perform construction work for both private and public housing

27. Furniture ____-____ ____ uncrates, assembles, installs, and repairs furniture and office equipment in customers' homes or offices

28. Cleans upholstered furniture in plant or on customer's premises

29. (Down) Pads and covers panels for use in upholstered furniture

29. (Across) Arranges for maintenance, reconditioning, renting, leasing, and record keeping for residential, commercial, or industrial investment properties for client

30. Is involved in one or more activities such as research, development, design, production, consulting, administration and management, teaching, technical writing, or technical sales and service in a given field of engineering

31. Operates sewing machine to join parts, stitches piping or welt to seams, and stitches pleats to form slip covers

EMPLOYMENT IN HOUSING AND HOME FURNISHINGS OCCUPATIONS
UNIT I

ANSWERS TO PUZZLE

1. Appraiser
2. Salesperson
3. Refuse and sanitation worker
4. Interior designer
5. Consultant
6. Appliance service and repair person
7. Housekeeper
8. Floral designer
9. Designer
10. Architectural renderer
11. Assembler
12. Drapery hanger
13. Real estate broker salesperson
14. Upholsterer
15. Draftsman
16. Refinisher
17. Window decorator
18. Landscape architect
19. Drapery maker
20. Paperhanger
21. Drapery inspection
22. Urban planner
23. Reproducer
24. Stage designer
25. Architect
26. Contractor
27. Set-up person
28. Upholstery cleaner
29. (Across) Property manager
29. (Down) Panel maker
30. Engineer
31. Slipcover maker